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ABSTRACT

This bibliography was compiled to review some of the current materials on the subject of campus/community relationships with particular emphasis on studies relating to the 9 campuses of the University of California. The detailed summaries included should be helpful to increasing numbers of campus and community planners, policymakers, and administrators who must deal in explicity ways with both the problems and the opportunities created by growth and change within college and university districts. (HS)

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# CAMPUS - COMMUNITY RELATIONSHIPS
# AN ANNOTATED BIBLIOGRAPHY

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# CAMPUS/COMMUNITY RELATIONSHIPS:

# AN ANNOTATED BIBLIOGRAPHY

Compiled by

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## FOREWORD

It is clear that there are a number of difficult and sometimes dangerous conflicts between the needs and purposes of a modern college or university and those of its adjacent neighborhood or community. Although this has been true for many years only in recent years have we seen the emergence of serious formalized efforts to understand and to solve the problems of institutional expansion and change with the fewest unwanted side effects on housing quality and supply, on the quality of community facilities and on traffic and parking. The college or university district along with more complex multi-institution districts is emerging as a major positive development force in many cities in the United States. Such areas have become magnets for several specialized types of urban development.

People, housing, institutions, service establishments and life style characteristics of the university district are attractive to many persons not formally associated with the college or university at its core. Research and extension opportunities of colleges and universities attract specialized kinds of industries and business enterprises. At the same time, substantial expansion programs within the institutions create pressures to expand into nearby residential and business areas. Campus growth and internal institutional changes that are not planned with respect to their affects on the immediately adjacent living environment are likely to make the campus community a less satisfactory place for learning, working and living and thus detract from the effectiveness of the institution. Such lack of forethought may also lead to a loss of opportunities for improvement in the campus community environment. In those situations where deterioration and the spread of blight encroach on the university or college campus there is an even more critical need for effective community-related planning and action programs by the institution. In all such efforts the job of college or university planning is to guide the decisions which will strengthen the institution's ability to perform its role in society which includes service to the immediate community.

We need greatly increased efforts to expand our understanding of the quantitative and qualitative interactions of campus and community that grow from college and university change. Much of the very modest amount of useful published material about such relationships is noted and discussed in this extensive bibliographic work. Mr. Fink and Mrs. Cooke have provided us with a very thorough review of the developing literature in this increasingly important field. As they point out in their note the published material now available is largely descriptive and speculative. A few analytical and comparative studies have been published. It is interesting to note that some of the most recent social science research in this field has been done in connection with campus/community studies at the University of California, Office of the President, where the authors are employed.

The detailed summaries included in this bibliography should be helpful to increasing numbers of campus and community planners, policy makers and administratiors who must deal in explicit ways with both the problems and the opportunities created by growth and change within college and university districts. Our ability to improve the environment of the university community will depend increasingly on knowledge gained in the rigorous examination of the ecology of these highly specialized urban districts. The place of the college and university in the structure of the city, the nature and dimensions of problems created by their presence and models which will increase their ability to adapt to unfavorable and sometimes menacing surroundings will be the subject of much more research and staff planning in the years ahead. This bibliography is a necessary beginning point for those who now take up such tasks.

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# CAMPUS/COMMUNITY RELATIONSHIPS

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## INTRODUCTION

The current period of unrest in campus/communities across this nation has given rise to the need for a more thorough investigation and dissemination of information on the relationships between a campus and its community. This bibliography was compiled as an attempt to review some of the current materials on the subject of campus/community relationships with particular emphasis on studies relating to the nine campuses of the University of California. (A separate bibliography, providing greater historical perspective, can be found on pages 19 to 29 of An Annotated Bibliography on University Planning and Development, compiled by Kermit C. Parsons and Jon T. Lang, and published in December 1968 by the Society for College and University Planning, c/o Columbia University, Low Memorial Library, New York, New York 10027.)

In compiling the reports, it became apparent that the area of "relationships" has had little study: many of the writings are either conjecture or case studies; the former lack methods for testing or application, and the latter lack an appreciation of the frequency with which the problems occur and the infrequency with which the similarity of the answers is known. In both instances, more analysis is needed.

As a result the bibliography is, first, non-selective and far from comprehensive; second, because the word "relationships" can be measured in many ways, it is tentatively organized by sub-categories, such as housing and economic impact; and third, it is meant to be a discussion paper in the hope that those who will read it and can make use of it will also be willing to contribute the titles of other publications that should be added to this listing.

The bibliography was prepared in the Office of the President, Assistant Vice President-Physical Planning and Construction, University of California. Special appreciation is due my colleague, Mr. Albert Richard Wagner, University Planner, for his careful review and comments upon the bibliography. An earlier draft version of the bibliography was circulated with the result that Georgia Davis, Professor Samuel Noe, and Professor K. C. Parsons made valuable suggestions for additional entries which are included in this final publication.

All of the works cited in this bibliography can be located at the University of California, Office of the President, or University of California, Berkeley campus. The following is a list of the libraries referenced in this bibliography and their addresses:

Administrative Records Library: Administrative Records Library, Office of the President, 742 University Hall (non-circulating).

C/C Library: Campus and Community Planning Library, Assistant Vice President-Physical Planning and Construction, Office of the President, 641 University Hall (non-circulating).

CED Library: College of Environmental Design Library, 210 Wurster Hall, Berkeley campus (circulating).

CREUE Library: Center for Real Estate and Urban Economics Library, 260 Stephens Hall, Berkeley campus (non-circulating).

Education-Psychology Library: Education-Psychology Library, 2600 Tolman Hall, Berkeley campus (circulating).

IGS Library: Institute of Governmental Studies Library, 109 Moses Hall, Berkeley campus (non-circulating).

General Library: Doe Library, Berkeley campus (circulating).

Ira Stephen Fink
University Community Planner
April 1971

# A. Community Colleges

1. A College in The City: An Alternative. New York: Educational Facilities Laboratory, 1968 (?). 42 pages. [C/C Library]

Based on what it assumes to be the needs of the community, the report discusses planning proposals for a new community college in the Bedford - Stuyvesant area of New York. Sees the needs of the community as being park and recreation space, cultural facilities, housing, and local responsibility and control.

Recommends the following guidelines in building the college: no separation between action and knowledge - a curriculum based around solving the problems of the community; accessibility to all people in the community; complete integration in a physical sense with the community; physical structures designed for multiple uses - so they can be used for different purposes and changed easily to fit new needs; and community control over what the various mixes and uses of structures will be.

In addition, contains recommendations on design of the curriculum of the college to help accomplish the objectives of serving and improving the community.

2. Community Colleges In Urban Settings. Stanford, California. Community College Planning Center, Stanford University, 1964. 20 pages. [C/C Library]

Argues that the best way an urban college can relate to the community is for its physical design to be integrated with the urban setting and that a college which isolates behind walls or in a suburban setting, subsequently loses its effectiveness. Proposes that the design of an urban campus include multi-level, multi-purpose structures.

3. Community College Planning: Concepts, Guidelines and Issues. Stanford, California: Community College Planning Center, School of Education, Stanford University, 1964. 36 pages. [C/C Library]

Argues that community colleges, to deserve their uniqueness, need to be an essential part of the community they serve. Suggests means of working towards this end include: college location tailored to community needs (this might mean a center city rather than a suburban location), and college designed to serve adults as well as college-age students.

4. The Urban Community College 1969: A Study of 25 Urban Community College Systems. Prepared by Bob Reed for Caudill Rowlett Scott. Investigation Number 17. Houston: Caudill Rowlett Scott, 1970. 129 pages. [C/C Library]

Based on studies of 25 community colleges located in 25 cities, 17 states, and the District of Columbia. Suggests the following problems were common to all institutions: unexpected growth rates which often overrun enrollment projections, thereby placing constant demands for adjustments to and relocation of space to accommodate increasing enrollments; lack of lead time for systematic planning before opening new facilities; unavailability of administrators and faculty with desired talent and experience; lengthy design and construction time requiring abandoned schools, warehouses, office buildings, and house trailers to bridge the "space-gaps" for the new institutions; interim facilities which have a tendency to become permanent; and difficulty of acquiring land in high density areas because acquisition is costly, condemnation undesirable, and Federal urban renewal slow.

Suggests as solutions programming which entails early determination of gross area requirements by space type, with detailed allocation of net spaces within flexible interiors remaining negotiable throughout the planning and building stages; systems building, which includes use of repetitive, specifically designed, precoordinated components designed to permit construction of buildings in minimum time while maintaining or improving quality; fast-track scheduling, which is a means of overlapping design and construction activities normally scheduled in sequence.

Report notedly concentrates its attention on community college physical design and architecture within the campus site and provides little insight to the immediate community which surrounds these sites, or the relationships between the campus and the community.

## B. Community/Campus Development

5. A Theoretical Basis for University Planning. Nicholas Bullock, Peter Dickens, and Philip Steadman. Land Use and Built-form Studies, Report Number 1. Cambridge, England: School of Architecture, University of Cambridge, April 1968. 276 pages plus appendices. [C/C Library]

Claims the publication is not a book, but represents work in progress. Includes a collection of studies at an intermediate state in a research program in order to demonstrate the ultimate intentions of the work and to illustrate the methods that are being used. Final intent is to show, in relation to universities, that all questions of population, of the area of floor space required, of the effective use of scheduling, of the different patterns of built-form, of the communications within and among these, and of the effective use of land by them, are related questions.

Attempts to demonstrate the significant parameters and to show the total relationships which ultimately will take the form of a model which can then be used to examine existing situations or to predict new ones, or to show the consequences of particular decisions.

Includes a section on university housing and city housing and the conversion of property for student residence. Indicates that despite interlocking of interests between university and city, there is in most places very little cooperation between city and university authorities on housing matters. States universities are usually content to tackle their housing and lodging problems without reference to outside authority; city officials, on the other hand, are often preoccupied with the city's own housing problems. Although it is beyond the resources of the present study to develop a residential model, authors have begun to investigate how city and university needs could be combined. Presents outlines for future work regarding population, activities, groupings and special requirements, floor area, building forms and costs.

States that it has been argued that the university could actually revitalize the residential, shopping, and office facilties of the central areas of smaller cities, where population has in some cases actually suffered a decline.

Argues not only that the siting of the university on the edge of a city may prejudice the sharing of cultural, sports, and technical facilities, but such siting may also create a separation of town and gown both psychologically and physically; this separation, it is suggested, can lead to resentment and emnity on the part of the townspeople and establish a sense of isolation in the university. Presents examples of the value which both university and city authorities have put on the central campus, as described in the Manchester education precinct and in the Newcastle education precinct.

6. "Architecture for the Urban Campus." Warren Rovetch. Agony and Promise: Current Issues in Higher Education, 1969. Edited by G. Kerry Smith. A Publication of the American Association of Higher Education. San Francisco: Jossey-Bass, Inc., 1969. pp. 78-81. [Administrative Records Library]

Examines how to build a campus with a good physical relationship between campus and community. Suggests with respect to physical campus development that the campus extend its perimeter into the surrounding community; the campus develop multi-nucleated sub-centers; the campus integrate its land uses with the community, perhaps, by horizontal zoning of buildings and housing; and the university develop a joint venture between the university and the community to improve housing.

7. "Campus in Community." Calvert W. Audrain. Society for College and University Planning Quarterly, Vol. II, No. 1. (July 1968). pp. 5-7. [C/C Library]

Claims that the campus of the University of Chicago is intertwined through the community, particularly because University-owned housing for students and faculty is itself dispersed through the Hyde Park - Kenwood Community. The acquisition of this housing by the University was largely obtained through urban renewal program designed to prevent community deterioration.

8. Campus in the City. A Report from Education Facilities Laboratories. New York: Education Facilities Laboratory, 1968. 50 pages. [C/C Library]

Identifies various possible forms of physical relationships between the campus and the community including: urban renewal; joint occupancy of structures; neighborhood building or "institutional outposts" (facilities housing social, health, or recreation programs located in the community); "institutional inposts" (community service center located on campus); and physical structures of the colleges dispersed and merged with the community (the proposed Bedford - Stuyvesant and Detroit Institute of Technology campuses).

9. College and Community: A Study of Interaction in Chicago. Lachlan Blair, et. al. Urbana, Illinois: Department of Urban Planning, University of Illinois, January 1967. 189 pages. [C/C Library]

Presents results of a semester's work in an advance urban planning studio at the University of Illinois during which planning for higher education facilities was studied. Describes, against the background of higher education trends in the nation, state, and city, methods for taking stock of college and community interactions and a listing of principles for their improvement. Although classed as principles, report states that they are in a sense implicitly objectives or goals and concern social, economic, and physical interaction of the college and community.

College and Community (cont'd.)

Report tests these principles and applies them as case studies to three very diverse collegiate institutions: the Chicago City College-Crane Branch; the Illinois Teachers College, Chicago-South; and the University of Chicago.

Argues, that in spite of the dissimilarities among the three institutions, there is remarkable similarity in the steps that can and should be taken to improve interaction between each of them and local community.

Describes drawbacks and limitations on the case studies, including lack of sound empirical data and evidence on each aspect of interaction, and inability to determine any correlation between degree of impact and such factors of the size of institution, the composition of its student body, and whether or not it was public or private.

Concludes that the analysis is related directly to present values and thinking, and that there is a need for constant updating of studies to take change into account. Suggests, in a tentative fashion, how analysis along these lines might be pursued.

10. Computer Aided Campus Planning for Colleges and Universities: Interim Report. A research study sponsored by Education Facilities Laboratories and Duke University and prepared by Duke University; Caudill Rowlett Scott; and Hewes, Holz, Willard. Place of publication not listed: August 1967. 95 pages. [C/C Library]

Investigates and demonstrates computer-aided techniques which will help higher education institutions deal with academic, architectural, and financial aspects of planning campus facilities. Goals were to identify and provide information needed to make better planning decisions and to suggest ways to analyze planning alternatives before making irrevocable decisions. Report states "planner" is considered to be a team of university administrators and their consultants, who are responsible for the planned development of a campus. Study undertakes to show how the computer can become a valuable member of this team.

Of particular interest in this study was the sampling of 100 students who maintained a personal activity diary for seven days on a twenty-four hour basis. Sample diary presented indicates that students do not make a single trip to campus in the morning and then return to their residence in the evening but make a number of trips throughout the day between campus and residence. One could conclude that traffic flows and patterns so generated increased the level of interaction between the campus and the community.

Results of this study are carried further in the report Information Needs: for Physical Planning College and Universities -- Space Demanding Activities. (EFL, November 1969, 123 pages).

11. "Harvard and the City: A Resident's View." Robert P. Moncrieff. The Harvard Bulletin, Vol. 72, No. 2 (October 6, 1969). pp. 31-33. [C/C Library]

Claims that a new era of concern over University-City relations at Harvard began when President Pusey proposed the formation of a Committee on the University and the City. (The preliminary report of this committee was termed "the Wilson report").

Concurs with the proposals of the Wilson report that Harvard emerge from being a passive good neighbor to an active good neighbor -- explaining its plans as far as they will affect the City of Cambridge and being considerate of other institutions and groups in the City by weighing the costs of its proposed action on others.

Cites other proposals of the Wilson report which include: provision of additional faculty and student housing, increased cooperation with the City in developing a program for construction of low-and moderate-income housing, planning with neighborhood groups primarily affected by Harvard's presence, and the establishment of an agency with the University to coordinate University-community activities.

12. "Planning the Urban University Community." Naphtali H. Knox. (Text of a paper delivered at the Industrial, Institutional and Commercial Building Conference, held at The Cleveland Public Auditorium, Cleveland, Ohio, March 21-24, 1966). Mimeographed. 9 pages. [C/C Library]

Notes that the university makes a valuable economic contribution to the community but at the same time makes demands on the community in terms of providing adequate housing, commercial facilities, and parking space. States the university, as a major land use, deprives the community of land and removes land from the tax roles. Suggests that to compensate for the problems it has created, universities have responded by developing research centers to spur the economy and strengthen the tax base, by providing parking accommodations, by building housing, and by becoming involved in community urban renewal.

Argues that in the future universities must become involved in community planning which seeks to realize community goals. Recommends universities undertake the following to insure adequate university-community planning: (1) establish community planning as a formal objective; (2) employ professional staff; (3) formulate the university's community related goals; (4) determine the university's impact on the community; and (5) establish day-to-day liaison with the local government. Recommends that communities (1) create a university planning area; (2) employ professional staff; (3) analyze strengths and weaknesses of present land-use controls in the university environs; (4) formulate goals for the university environs; and (5) maintain close liaison with the university planning staff.

Concludes that the formal, but clarifying, exercise of formulating goals establishes a very necessary foundation for planning.

13. Preliminary Report of the Committee on the University and the City. (James Q. Wilson, Chairman). Cambridge: Harvard University, December 1968. 94 pages. [C/C Library]

The purpose of this Committee, appointed by Nathan M. Pusey, President of Harvard, was "to evaluate the University's effort, recommend new actions if necessary, determine an appropriate inter-relationship of University and City, and particularly try to say for a new era what a University is and ought to be."

Committee recommendations included: (1) creating an Advisory Committee on Urban Affairs to keep abreast of community problems and make recommendations to the President concerning these problems; (2) additional staffing for the Harvard planning office to deal with physical and social problems in the University's environment; (3) the planning office working with community organization towards the end of stabilizing the community and improving local amenities and services; (4) University increasing the supply of housing for its students and faculty and serving as a catalyst to increase the housing supply generally; (5) University making deliberate attempts to hire disadvantaged workers; (6) extension courses responsive to the needs and interests of the local population; and (7) creating a Harvard Community Foundation which would fund various community projects.

The appendix contains a list of community related projects sponsored by Harvard and the Joint Center for Urban Studies of MIT and Harvard.

14. "The Catalyst Role of the University-Based Private, Non-Profit Corporation." David M. Beers. The Journal of Housing. February-March 1967. pp. 90-95. [C/C Library]

Describes the development, from 1962 through 1967, of the University Hill Corporation of Syracuse, New York, whose membership included Syracuse University, the State University of New York, and six hospitals. Indicates how the corporation went about organizing its membership and board representation, gathered information, and more or less practiced the art of working together. Concludes that a private, non-profit corporation can be extremely effective in bringing about the necessary conditions for making possible the venture of the scale and complexity of the general renewal plan area covered by the University Hill Corporation. Suggests that such a corporation can be a coordinator, innovator, catalyst, and intermediary, but it also should be both educator and communicator.

Suggests that the University Hill Corporation appears to be unique with respect to the smallness of its budget (about $33,000 annually) and is one of the few such groups that allow the "little guy", the so-called individual member, to have voting representation on the Board. Indicates that in contrast to other development corporations, the University Hill Corporation does buy or sell real estate; has no social worker or security offices, does not operate any parking lots or run shuttle buses, and does no planning. Suggests that a "two platoon system", which teams the private corporation with public administrative machinery, has been used extensively and apparently very successfully in Syracuse. Concludes this kind of corporation could probably be used to equally good advantage in many other communities.

15. The Spatial Campus: A Planning Scheme with Selected and Annotated Bibliography. Louis A. D'Amico and William D. Brooks. Bloomington, Indiana: Indiana University, School of Education, 1968. 118 pages. [CED Library]

Contains 15 pages of introductory text on why institutions should plan and prepare for growth and 100 pages of annotated bibliography of articles written about physical facilities for higher education. Bibliography is divided into subject categories of administration, planning, educational-architectural relations, finance, state legislation, construction, expansion, utilization, parking, college-community relations, and building description.

Introduction raises three questions: (1) to what extent has the problem of a functional physical environment been dealt with in published articles? (2) what are the positions of the authors and the areas to which they address themselves? (3) what inferences can be drawn from an examination of the first two questions?

Indicates that education represents a specialized function that has a strategic position in the social, economic, and cultural organization of our society. Argues that benefits can accrue if institutions of higher education think more of planning communities than of just planning buildings. Although buildings create a campus, the campus as a whole has greater impact on its community environment than is generally recognized or at least generally documented.

Argues that only by recognition and study of the subtle interaction of the academic campus and the urban community can higher education retain its orientation and identification in a rapidly changing urban environment.

16. "The Union of University and Community Resources to Serve Philadelphia." Leo Molinaro. The University, The City, and Urban Renewal. A Report of a Regional Conference Sponsored by the American Council on Education and the West Philadelphia Corporation, Philadelphia, March 25, 1963. Edited by Charles G. Dobbins. Washington, D.C.: American Council on Education, 1964. pp. 36-39. [CED Library]

Cites the activities of the West Philadelphia Corporation (a corporation consisting of five major institutions of higher learning in the City) in its attempt to mobilize resources to improve the living conditions in the City. The activities that have been undertaken include: making the development plan actions of the institutions known to the surrounding communities, neighborhood revitalization, strengthening of public schools in the City, creating a University City Science Center, providing day care nursery facilities to serve graduate students with working wives and children, improving housing conditions by encouraging private rehabilitators to buy and renovate homes in West Philadelphia, and providing a demonstration house with a full-time staff to help local residents learn ways to improve living conditions in their present housing.

17. "The University Environment." Harold Taubin. The University, The City, and Urban Renewal. A Report of a Regional Conference Sponsored by the American Council on Education and the West Philadelphia Corporation, Philadelphia, March 25, 1963. Edited by Charles G. Dobbins. Washington, D.C.: American Council on Education, 1964. pp. 26-31. [CED Library]

Argues that it is neither possible nor desirable "for an urban university to plan the development of its physical plant without reference to the neighborhood and larger community in which it exists." In keeping with this philosophy, discusses the activities of the planning program at the University of Pennsylvania which seek to facilitate campus-community relations. Among these activities are: (1) the projection of the numbers of student, faculty, administrative, and supporting service personnel; (2) the study of existing distribution of functions and uses within the fragmented campus area and its environs, including a study of University uses themselves, the existing partern of non-University uses, property ownership, and zoning as related to the City's master development plan, and the major traffic arteries and other physical features which control or will effect campus development; and (3) the establishment of campus development standards and goals with regard to functional organization, building density, open space, transportation, and parking and the relation of the University to neighborhood conservation.

18. "The Urban Campus." J. Martin Klotsche. The Urban University and the Future of Our Cities. New York: Harper and Row, 1966. pp. 61-87. [C/C Library]

Describes European universities, such as the University of London and the University of Paris, as being an integral part of their urban setting. Cites the advantages of an urban setting vs. a small town setting for a campus. Claims the university can foster better university-community relations by declaring the limits of its future expansion, assisting in developing a plan for the neighborhood, and making its plans known to the community. Lists examples of urban renewal projects sponsored by universities. Suggests that negative repercussions due to renewal action can be prevented if the university identifies itself with the community.

19. "University Circle and Community Relations." Oliver Brooks. The University, the City, and Urban Renewal. A Report of a Regional Conference Sponsored by the American Council on Education and the West Philadelphia Corporation, Philadelphia, March 25, 1963. Edited by Charles G. Dobbins. Washington, D.C.: American Council on Education, 1964. pp. 32-35. [CED Library]

Describes the activities and development program of the University Circle area of Cleveland and the efforts that have been made toward fostering "community alliances which will enrich the educational, cultural and religious institutions within University Circle, benefit the surrounding communities" and minimize university-community collisions. No mention of housing programs is included in the university-community improvement programs.

20. University of California Campus Environs Survey. Volume 1: Inventory and Findings. A study undertaken by Sedway/Cooke for the University of California, Office of the President, Assistant Vice President-Physical Planning and Construction. Berkeley: University of California, October 1970. 127 pages. [C/C Library]

The report, first of three companion volumes, surveys and analyzes the conditions and factors of development in the communities which comprise the environs of the nine campuses of the University of California. Major sections include: (1) methods used in the survey and demarcation of survey areas; (2) comparative analysis and summary of findings for each of the nine campuses; and (3) outline of governmental jurisdictions and structure, development conditions and issues, and the zoning provisions and planning policies affecting the environs of each campus.

Study was devised with the following aims in mind: (1) to facilitate intercampus comparisons of existing land use conditions, development regulations and plan policies in the campus environs; (2) to allow comparison and evaluation among these factors for each area; and, (3) to provide a common range of descriptive categories capable of describing relevant information.

States that the development of the environs of the nine campuses of the University of California has departed in varying ways and degrees from the University service area ideal. Depending partly on the stage of growth of the campuses considered, a variety of problems has been observed, ranging from lack of certain basic facilities and services, or obsolescence in location or structure of existing ones, to competing redevelopment pressures on increasing scarce resources such as University-related land, housing, and access facilities.

Suggests that the service area function of the campus environs becomes more difficult to sustain as both campus and community grow and undergo transformation. Concludes that the major interests involved in the environs should take every effort necessary to maintain some minimum standards of service to the campus, including equitable distribution of costs and benefits as a guiding principle in cultivating the mutual interest of the campus and the community in the environs.

21. University of California Campus Environs Survey. Volume 2: Maps of Environs Factors. A study undertaken by Sedway/Cooke for the University of California, Office of the President, Assistant Vice President-Physical Planning and Construction. Berkeley: University of California, October 1970. 20 pages, plus 36 maps. [C/C Library]

The report, second of three companion volumes, consists of four maps for each of the nine University of California campus environs depicting information on (1) existing jurisdictional and statistical areas, (2) existing land uses, (3) existing land zoning, and (4) local community master plan policies. All maps are reproduced at a common scale of 1 inch = 2,000 feet.

Campus Environs Survey. Volume 2 (cont'd.)

Contains information within "sphere of influence" boundaries prepared for each campus. As a general standard of the primary environs boundaries a fifteen minute walking time was used, measured from the perimeter of the area occupied by the main academic facilities existing and proposed. Other considerations used to adjust the area boundaries included: (1) physical constraints such as major thoroughfares, freeways, railroad tracks, canyons, bodies of water, large parks, etc.; (2) University-oriented or other land use concentrations such as student and faculty housing areas, commercial and institutional uses serving primarily student, faculty, or staff needs; (3) political and/or statistical area boundaries; and, (4) identity and visual effects where qualitative judgment based on area identification, image, views, etc., could be used.

Devises a common terminology for residential density and dwelling unit types, as well as for commercial areas and commercial activities, to overcome local variations in the ways in which communities map existing land use conditions, development regulations, and plan policies.

22. University of California Campus Environs Survey. Volume 3: Model Development Controls. A study undertaken by Sedway/Cooke for the University of California, Office of the President, Assistant Vice President-Physical Planning and Construction. Berkeley: University of California, to be published 1971. [C/C Library]

The report, third of three companion volumes, seeks to apply the knowledge presented in Volumes 1 and 2 of the study to improve University-community land use regulation. Thirteen different governmental jurisdictions with some regulatory responsibility exist in the nine University of California campus environs. As a result, the study presents an approach to environs problems adjusted to respond to the unique prevailing issues and conditions and at the same time attempts to spell out specific "model" language.

Report is organized under the nature of three model environs approaches: (1) zoning approaches, (2) review procedures, and (3) special development controls.

Two zoning district models are proposed: one, a residential district and the other, a commercial-support district. Supplementing these district models are model controls relating to density, off-street parking and lot layout.

Three administrative review procedures models are included: design review, planned development district, and an owner land-management program. These are intended to deal specifically with subjects of special significance, e.g., campus gateways, prominent topographical settings, etc.; with areas of major development potential; and with areas of unique natural significance worthy of conservation treatment.

Campus Environs Survey. Volume 3 (cont'd.)

Finally, four kinds of model special development control approaches are included: phased development, land assemblage, prezoning, and regulatory or specific plans. These somewhat innovative approaches involve issues of constitutional and political complexity and acceptance.

Methods proposed assume a basic shift in University-community relationships from the traditional "arms-length" contacts to a greater degree of sharing of responsibility. Some of the methods proposed disregard boundaries of University ownership, city limits, and county lines and anticipate a form of joint-action.

It is hoped that the proposals presented in the volume will stimulate the interchange of ideas and information about environs issues. The report may also provide a focus for new institutional approaches and a start of regular coordinated action on environs issues.

Includes a detailed 35-page appendix of the relevant zoning provisions in the nine campus environs of the University of California. The appendix presents the densities, principal permitted uses, principal conditional uses, and dwelling-types permitted or conditionally permitted.

23. University of California Santa Cruz Environs Development: Needs and Methods for Intergovernmental Action. Prepared by Sedway/Cooke for the Office of Physical Planning and Construction, University of California, Santa Cruz. San Francisco: 1968. 74 pages. (Also condensed in a Summary Report, October 1968, 37 pages). [C/C Library]

Explores ways of dealing effectively with the development issues raised in the campus environs by the establishment of the University of California campus at Santa Cruz (UCSC). Indicates that the residential-college campus for 27,500 students, on 2,000 acres, will influence considerably its attractive natural environment and the surrounding community. Indicates coordinated action by the local government agencies involved will be required to meet the potential threat of dispersed growth now existing and to solve planning and implementation problems focused on the University environs.

Sponsored by the University, the study reviews previous actions and existing conditions and examines the organizational, planning, and implementation alternatives for effectively handling the development (and conservation) of the environs. Advisory in nature, the report critically explores methods for developing and executing plans and programs which might adequately respond to the specific needs of the environs and to broader campus and community goals.

Santa Cruz Environs Development (cont'd.)

Suggests a variety of regulatory methods, representing a range of possible and sometimes alternative choices, which are available to implement environs plans. Methods suggested are non-confiscatory and are designed equitably to secure and distribute private profits as well as public benefits resulting from the effective governmental influence on environs development. Methods include: basic plan criteria administrative review, special University-related zones, owner land-management programs, methods of land assemblage, phased development regulations, regulatory plans (including corridor maps and specific plans), zoning ordinance revision, planned-unit development, and subdivision ordinance revision.

Argues five basic environs problems exist that require appropriate solutions: gaps in policy, inconsistency of policy demanding a specialized planning program, uneven inter-agency coordination, inadequate planning resources, and insufficient powers to influence private development. Concludes, however, that there also exist assests for solutions in the form of dedicated planning staffs, the desire for closer cooperation, and a willingness to explore new approaches.

## C. Community Disturbances

24. A People's Park Chronology: From 1967 to May 30, 1969. Berkeley: Academic Publishing Inc., 1969. 51 pages. Mimeographed. [C/C Library]

Compiled from reports in local news media, attempts to document the history of the events from 1967 through 1969 which preceded and resulted from University of California and community desires for development of the land area known as People's Park.

25. Crisis at Columbia. Report of the Fact Finding Commission Appointed to Investigate the Disturbances at Columbia University in April and May 1968. New York: Random House, Inc., 1968. 222 pages. [Education - Psychology Library]

Investigates the conditions giving rise to and a history of the disturbances at Columbia University in April-May 1968. The three issues that led to disturbances at Columbia University are indicated as being: (1) the proposed gymnasium in Morningside Park which "symbolized the shortcomings of Columbia's attitudes toward her black neighbors"; (2) the University's relationship to the Institute for Defense Analysis, which "symbolized complicity in the war in Vietnam"; and (3) the discipline imposed upon SDS leaders without a formal hearing.

With respect to the Morningside Park issue, the report finds Columbia University criticized for not only having failed to help but arrogantly indicating that the "problems of poverty-stricken minorities surrounding her would be of no active concern to an intellectual community." Further criticisms are that after minorities moved into the area, the University's efforts were spent in restoring the area to an upper-class community, and the University did not bring its expertise to bear to help solve community problems--specifically use of its resources in medicine, psychology, and social sciences.

A further criticism revolves around the manner in which Columbia pursued its physical expansion. Specifically, Columbia is criticized for: (1) bringing wholly unnecessary University affiliated centers into the vicinity; (2) lack of planning or unwillingness to reveal long-range plans; (3) harassing tenants in order to evict them and maintaining indifference to relocation problems; (4) failure to plan for an integrated community with a variety of people from all social and economic levels; (5) constructing buildings with the sole purpose of serving the needs of the institution and ignoring community needs; and (6) failing to make any serious effort at genuine cooperation with community leaders.

26. "Dialectics of Confrontation: Who Ripped Off the Park." Robert Scheer. Ramparts. Volume 8, No. 2 (August, 1969). pp. 42-53. [C/C Library]

Discusses the history of People's Park in Berkeley. Argues the crisis "....was not simply the result of right-wing excess or backlash; rather, it represented a fundamental conflict between the generation which was the product of ten years of Berkeley revolts and was now coming into its own, and the 'enlightened' authorities of the University of California, who had spent the past 20 years attempting to prevent such a generation from developing, and had ended up provoking it instead."

Claims "the park confrontation was a battle and a war between the mainstream of society, as represented by the University of California's administration, and the counter-community of revolt which thrives in the South Campus-Telegraph Avenue area with the People's Park site at its heart."

Further suggests "the Berkeley crisis was never over whether the University would be able to stop one 'people's park', but rather over whether it would succeed in what had been a long term strategy of eliminating the culture of protest by denying it its turf."

27. Isla Vista, U.S.A. A book of photographs by Ray Varley. Santa Barbara, California: 1970. 76 pages [C/C Library]

Describes, in photographs, the 340-acre community of Isla Vista which fronts on the Pacific Ocean and which is surrounded almost entirely on three sides by the University of California, Santa Barbara campus. States that the booklet is concerned not only with Isla Vista, but the feelings that the residents have about their community. Introduction claims that, to many, Isla Vista is a home; to some, it is just a place; to others, it is a source of income; to a few, a place to be exploited; but to all, it is, or has been, an experience.

28. On the Streets of Isla Vista: A Study of Street and Road People in Isla Vista During the Summer of 1970. Presented as a Public Service by the Counseling Center, University of California, Santa Barbara, and the Isla Vista Switchboard. Santa Barbara: University of California, 1970. 22 pages. [C/C Library]

Indicates that much of the population of the Isla Vista community is made up of two types of youth: students who attend the University of California at Santa Barbara, and non-students—youth who live in or gravitate to the academic community for numerous reasons. Claims one segment of the non-student population is composed of a particular and colorful phenomenon--a combination of young travelers and those who are called "street people." Estimates that during the summer of 1970, when the study was conducted, there were not more than 25 of these transient youths in Isla Vista at any one time.

On the Streets of Isla Vista (cont'd.)

Survey proposes to describe and attempt to understand who these transient youth are, and to determine what their relationships are to the Isla Vista community and society in general.

Presents results based on a questionnaire and forty-six open-end interviews that covered the background of transient youth, their drug use, their relationship to Isla Vista and the various social service agencies which serve the community, their political involvement and interest, and their general pattern of socialization.

Those interviewed formed two distinct groups, according to the length of time they had been in Isla Vista--26% had been there for less than one day, while 33% had been there for three months or more. Three-quarters of those surveyed had come to Isla Vista on the advice of others, or had friends there. No respondent said that he had come because of political activity or because of the riots in Isla Vista in Spring 1970.

Most frequently mentioned reasons for staying in Isla Vista wery liking the people who lived there, the openness of the life style, and the freedom from being "hassled" or bothered by others. When questioned to see what aspects of Isla Vista were disliked by the transient population, and what constructive programs might develop, the respondents indicated a concern for the local ecological and social environment. Ideas included restricting cars from parts of Isla Vista, more garden planting, and incorporation of the area as a city.

Attitudes expressed about Isla Vista showed an orientation toward a relaxed, unrestricted and open atmosphere, where young people help one another in their daily needs. Movement from place to place was an important part of their life style, even among the street people who made Isla Vista their temporary home. Travel was spontaneous, and not planned in advance. Seventy-seven percent of the respondents definitely planned to travel somewhere else, while only 4% intended to stay in Isla Vista. Sixty-one percent indicated that they had no plans relative to the length of time they were going to stay in Isla Vista.

Additionally presents results of a questionnaire developed and answered by business concerns in Isla Vista for their thoughts and comments on the street people.

29. People's Park. Edited by Alan Copeland. New York: Ballantine Books Inc., 1969. 125 pages. [Administrative Records Library]

Book contains 100 pages of photographs recording the history of the so-called People's Park near the Berkeley campus of the University of California. Contains a brief chronology of the events surrounding People's Park.

Concludes with the statement that the park is "....now a 270 x 465 foot lot of level grass and asphalt surrounded by an 8 foot steel mesh fence and protected by a twenty-four hour shift of security guards."

30. Report of the Commission on Isla Vista. (Dr. Martin Trow, Chairman). Berkeley: Office of the President, University of California, October 1970. 102 pages, mimeographed. [C/C Library]

As a response to the Spring 1970 unrest on the Santa Barbara campus of the University of California and in its adjacent community, Isla Vista, a seven-member independent and professional commission was appointed by the President of the University to study the situation and to make recommendations to eliminate some of the causes of the unrest.

The Commission investigates the role of the Isla Vista community, the role of the County of Santa Barbara, and the role of the University in contributing to student disturbances. Factors such as the physical isolation of Isla Vista, its age and homogeneity of life style, its lack of access to local government, and its drug culture are identified as impediments to the growth of community identity. Poor police relations and the reluctance of the County to recognize Isla Vista as an urban area with needs different from the rest of the County (and, the County's failure to commit adequate resources for municipal services) were identified as the major causes of ill feeling between the Isla Vista community and the County. The University was identified as contributing to student unrest by avoiding extensive involvement in the affairs of Isla Vista and by generally encouraging rapid growth in student enrollment while ignoring the need for developing positive community-University relations.

The keystone of the report's recommendations is that UCSB recognize Isla Vista as an integral part of the University community ("UCSB's vital interests are involved in improving the quality of life there"). The Commission makes a number of specific recommendations regarding UCSB's administrative, physical planning, governmental, and research activities.

Recommendations include creation of a new Vice-Chancellor position at UCSB, with responsibilities for (1) initiating projects and cooperating with others to upgrade the physical condition of Isla Vista, (2) creating and strengthening community institutions, (3) formalizing the political relationship between the County and the elected representatives of Isla Vista, (4) developing research which would provide a basis for community programs, (5) working with specific conflicts in student-landlord housing relations, and (6) reassessing University land use planning policy in light of the possibility of providing more adequate housing and recreation for the student community.

Further recommendations suggest (1) that the University, the County, and the Isla Vista community cooperate to develop increased services in Isla Vista, particularly those which meet the needs of Isla Vista's youth culture, and (2) that the campus and others cooperate in initiating programs to create a more varied community in Isla Vista such as establishing residential colleges, encouraging campus cultural and academic activities, and fostering non-profit housing organizations to locate in Isla Vista.

31. Report of the Santa Barbara Citizens Commission on Civil Disorders: What Occurred? Causes? What Can and Ought to be Done? Santa Barbara, California: Commission, 914 Santa Barbara Street, September 15, 1970. 41 pages. [C/C Library]

Following the disturbances at the University of California, Santa Barbara, and in its adjacent community of Isla Vista in Spring 1970, a spontaneously self-appointed 46-member Citizens Commission was formed to investigate local civil disorders; to report to the whole community what occurred, with an appraisal of the causes of tensions and disorders; and to recommend what can and should be done to reduce or eliminate the likelihood of further disorders and, should they occur, to cope with them effectively and justly.

Contains an event-by-event chronology beginning in September 1968 and continuing through June 17, 1970, and analyzes several of the problems of viewpoints, sometimes starkly opposed, of life styles, the working of the American political system, ecological factors, and drugs. Other problems covered concern Isla Vista, the University, and minorities.

States that despite the feeling that many students in Isla Vista look upon their community as a kind of prison, no assessment of Isla Vista would be complete if it failed to recognize and admit that the real basis of Isla Vista's strength lies with the people themselves--old and young--and their strong community feeling and loyalty. This loyalty is derived in part from the sharing of common adversity, and from the recognition of the common task of creating a community.

Suggests one of the basic problems was a breakdown in communication and understanding on virtually every significant topic that was discussed by young and old alike. In most cases misunderstandings stemmed from unwillingness and inability of many on both sides to try to listen to and understand the arguments of those who did not agree with them. Concludes that such a breakdown occurred not by design or calculation, but unconsciously.

Presents opposing viewpoints from "the counter culture" and from "the establishment" on attitudes on dress, hair, and general appearance, drugs, the counter-culture life style, the police, Isla Vista housing, the environment, and the University. Uses the term "counter culture" to describe those individuals, mostly young, who are challenging the generally accepted cultural norms, and uses the term "establishment" for those who generally support the accepted norms.

Report of the Santa Barbara Citizens Commission on Civil Disorders (cont'd.)

Includes recommendations (1) that the sheriff and law enforcement officers serve primarily as protectors of the community, not as punitive agents; (2) that all others involved in administration of criminal justice provide leadership to the community in order that adequate emergency procedures are developed by every judicial unit in Santa Barbara County; (3) that attempts by State officials (and candidates for office) from without or within to politicize the University or use its troubles for political gain should be effectively countered; (4) that the Santa Barbara County Supervisors, County Administrative Office, County Counsel, and other County officials revise guidelines and procedures for proclaiming states of emergency and curfew to assure that such declarations are made only when necessary, the area covered is the minimum feasible, and the terms are both clear and promptly disseminated; (5) that the University's Board of Regents resist attempts to politicize the University, or withdraw for political reasons the delegated powers of its local officers and faculty; (6) that the University administrators and faculty, both, ought to adjust themselves to the present needs of society through structure changes, procedural reforms and academic improvements, including a wide range of educational innovations and a reassessment of the value of teaching relative to research; and (7) that the student's attempts to politicize the University campus should be resisted.

Suggests that demands for instant action need to be tempered by appreciation for others' views, and by recognition of the inertia of society and of the danger of provoking strong reaction by overreaction. Recommends action for the rest of the community in that it ought to listen to the students and the Isla Vistans, strive to understand the complexities of their situation, and respond with tolerance to the diverse views and life styles. Suggests it is the community's responsibility to help restore faith in the system and in the community's ability to solve its problems equitably and justly.

Suggests the solution to the problems are neither simple or self-evident, but require community awareness and community determination, based on the realization that, whether we like it or not, we are all dependent on one another. Feels that the causes of tension can be reduced only by understanding the problems, accommodating dissent, and providing constructively, even gracefully, for changes that are essential and inevitable.

32. "The Case of Columbia Gym." Roger Starr. The Public Interest, Number 13 (Fall 1968). New York: Public Affairs, Inc. pp. 102-121. [Administrative Records Library]

Analyzes the political issues and roles of various groups in halting the construction of the Columbia University gymnasium in Morningside Park. Argues that the urban university cannot "make peace with its encircling militants by clever public relations" or by "involvement in community good works" but must actually meet the demands of the urban disadvantaged. Raises the question as to whether Columbia can remain "Ivy League or whether it must become, at best, a superior city University".

33. University Community Relations: A Survey. Student project in Environmental Design, Architecture 140 class, under the direction of Professors Roger Montgomery and Richard Seaton. Berkeley: University of California, 1969. 46 pages plus appendices (mimeographed). [C/C Library]

Students were interested in answering the following questions: First, how does the presence of the University affect the lives of the residents of Berkeley? Second, what attitudes do people have towards students, faculty members, and the University in general? And, third, how do people feel about the People's Park issue? Survey results are based on 157 questionnaires completed out of a population sample of 250 households selected at random from 40 of the 1,126 city blocks in Berkeley. The respondents were evenly divided between those who had some association with the University, and those who were not associated with the University.

Illustrates quite vividly the diverse use of, attitudes toward, and feelings about the University. Concludes that even among those who generally favor the University there was a feeling that it is not fulfilling its obligation as a member of the Berkeley community. Some respondents suggested that the University should send representatives to City Council meetings or in other ways consider the needs of the community before acting; others felt a need for better communication between the City and the University.

# D. Community Economic Impact

34. "A Model for Regional Economic Impact of an Institution of Higher Learning." Michael K. Mischaikow and Thaddeus H. Spratlen. Papers and Proceedings of the Third Far East Conference of the Regional Science Conference. Tokyo, Japan: University of Tokyo, 1969. pp. 121-139. [C/C Library]

Presents two methods for measuring regional economic impact of higher education: the direct fund flows associated with an institution of higher learning, and secondary and indirect effects of the exchange relationships in the form of income generation.

Covers: (1) the basic format and interrelationships of revenue and expenditure flows which generally culminate in the "net in-flow of funds" to the region over a period of time as a result of the operations of an institution of higher learning; (2) distinction between the "net in-flow of funds" concept and that of the "net economic impact" attributable ultimately to the institution; and, (3) the dynamic variables needed to provide a method for forecasting the future role of the institution and the local economy.

Uses a nine-sector transactions matrix to show the flow of funds among the principal elements under study. Basic expenditure-revenue relationships are presented in the form of linear equations.

Extends the model to include the measurement of the indirect effects of exchange relationships involving a college or university in the form of income impact. Concepts of "value added" and "regional multiplier" are used. Also directs attention toward defining and analyzing the main parameters of growth and change with regard to various aspects of the operations of an institution. Behaviorial equations are presented as a means of projecting the future magnitude of flow of funds impact and income generation.

35. "A Regional Impact Model for Measuring the Flow-of-Funds and Income Effect Generated by Institutions of Higher Learning." Michael K. Mischaikow and Thaddeus H. Spratlen. The Annals of Regional Science, Vol. I, No. 1. (Bellingham, Washington: Western Regional Science Association in cooperation with Western Washington State College, December 1967.) pp. 196-211. [CED Library]

Describes a model which attempts to evaluate the economic effects of an institution of higher education on its local economy. The model is designed to distinguish three major areas of impact: (1) to determine the interrelationships of revenue and expenditure flows which result in an impact of the "net in-flow of funds" to the region; (2) to distinguish between the "net in-flow of funds" and the "net income impact" attributable to the institution; and, (3) to provide a method for forecasting the future role of the institution in the local economy.

A Regional Impact Model for Measuring the Flow-of-Funds (cont'd.)

Identifies the main parameters of growth and change in institutions of higher learning in terms of the following variables: student body size, changes in the price level of the economy (consumer price index), trends in student expenditures, changes in the character of the institution (increased graduate programs, new curriculum, etc.), and an index reflecting a non-inflationary upward trend in faculty and staff contributions to the region's economy.

36. Estimating the Impact of a College or University on the Local Economy. John Caffrey and Herbert H. Isaacs. Washington, D.C.: American Council on Education, 1971. 73 pages. [C/C Library]

Indicates purpose of publication is to provide a better basis for understanding the economic relationships between a campus and its surrounding community. Intended to be a "how to do it" manual for finding out whether it costs a community more or less than it gains economically to have a college or university in its midst.

States that the study differs in several respects from other economic impact studies brought to the attention of the authors: (1) it takes account of a wider variety of factors and effects; (2) it includes estimates of negative factors; (3) it makes estimates and assumptions in such explicit terms that, though one may question them, there is no doubt about the method employed; and, (4) it argues that studies based on the models presented may be more justifiably compared, at least to the extent that the same kinds of facts and methods are used.

Includes recommendations for the definition of the environment to be studied, descriptions of the economic impacts that are generally important, straightforward equations for calculating their values, basic sources for obtaining the required data, and suggestions for assembling and presenting the results.

Economic impact as presented is measured through a series of linear cash-flow models and submodels covering "business", "government" and "individuals."

The "business" models and component submodels account for (1) the direct purchases from local businesses made by the college and faculty, staff, students, and visitors; (2) the purchases from local sources by local businesses in support of their college related business volume, or "second round" purchases; and (3) the amount of local business volume stimulated by the expenditure of college related income by local individuals other than faculty, staff, or students.

Estimating the Impact of a College or University on the Local Economy. (cont'd.)

The "government" models consider five separate aspects of the interaction between the college and local governments. These include submodels of (1) taxes and other revenues, including State funds, received as a result of the presence of the college and college-related individuals and activities; (2) government expenditures and operating costs of government-provided municipal and public school services allocable to college related-influences; (3) the value of local government properties allocable to the college-related portion of services provided; (4) an estimate of the amount of real estate taxes foregone through the tax-exempt status of the college; and (5) the value of self-provided services, such as a college police force.

The "individual" models deal with the following three subject areas: (1) the number of local jobs attributable to the presence of the college; (2) the personal income of local individuals derived from college related jobs and business activities; and (3) durable goods procured with income from college related jobs and business activities. These three submodels result in values that are not additive; that is, the number of jobs cannot be added to personal income, nor can either of these be added to durable goods.

To assure a reasonably creditable approximation of reality, the models were tested using data from the Claremont Colleges in Southern California. Results are presented.

Concludes there were two real limitations on the value of the models: (1) the problem of long-range effect, or predictive capabilities, and (2) the omission of any specific modeling of qualitative impacts. Indicates the economic impacts of a college on its environment are varied and complex, and the type of formalized approach presented is merely a starting point. States that the best time to originate a study of economic impacts is when it is not needed, i.e., when there is sufficient leisure or relief from immediate pressures to do it well.

Appendices include, among other items, sample questionnaires, methods for determining expenditures, and descriptions of tax and tax-related arrangements between colleges and universities and local governments.

Contains a comprehensive bibliography of economic impact studies previously undertaken by individual colleges and universities.

37. Future Growth Patterns and Municipal Revenue in Berkeley. Prepared by the Stanford Research Institute for the City of Berkeley, California. Berkeley: March 1957. 81 pages. [IGS Library]

Presents an analysis of the City of Berkeley's economic base and growth trends and an examination of the tax base and trends of assessed valuation and tax income. Deals in turn with the economic characteristics of Berkeley, the growth of population and housing, the outlook for retail sales, the extent of tax-exempt land, and the projection of tax revenues ten years into the future.

Future Growth Patterns and Municipal Revenue in Berkeley. (cont'd.)

Suggests that, in terms of its land use pattern, the City of Berkeley represents no extremes with respect to any of the major land use categories. Indicates public and semi-public land uses, including the University of California, are not particularly large in Berkeley in relation to other cities. Pays particular attention to revenue generated by increments of population occasioned by the continued growth of the University of California and other educational institutions. Concludes it is evident that population stemming from these institutions generates City revenue through several major sources: for example, by increasing the base on which State gasoline and automobile taxes are allocated, by purchase of goods subject to sales tax, and by contributing to the support of a variety of tax-paying enterprises.

Argues that tax-exempt land uses should not be judged solely on their effects on loss of property taxes because they encourage complimentary uses on adjacent land which may raise the assessed value of those parcels.

Concludes that property tax would continue to be the largest single source of City of Berkeley revenue if then-current tax rate and assessment practices were continued.

38. Impact of the Space Program on a Local Economy: An Input-output Analysis. William H. Miernyk, et al. Morgantown, West Virginia: West Virginia University Library, 1967. 167 pages. [UC General Library]

Covers the theoretical and methodological development of an empirical study of the impact of NASA expenditures on the Boulder, Colorado area (home of the University of Colorado) in 1963. Contains a number of suggestions on selecting the geographical scope of a regional study, designing reliability tests of sample survey responses, and estimating alternative concepts of the income and employment multipliers of value when designing metropolitan area impact studies.

A 31-sector Leontief, static, open inter-industry model furnishes the conceptual framework for the study. Surveys revealed a lack of structural interdependence between both the "space" and the "higher education" sectors upon the rest of the Boulder area economy on the output side. While the space sector exhibited heavy interdependence on the input side (i.e., local procurement by NASA contractors), the principal local economic effect of the University was experienced through the consumption of University-related households.

Develops linear consumption functions with household income as the independent variable to allow simulation of the "per capita" and the "population" effects of changes in final demand (i.e., effects resulting from higher levels of income and effects resulting from additional households in the study area).

39. Market Analysis for the Single-Industry Community: An Illustrative Study of a University Town. Stephen D. Messner. Real Estate Report No. 6. Storrs, Connecticut: Center for Real Estate and Urban Economic Studies, The University of Connecticut, April 1969. 52 pages. [C/C Library]

Claims that the potential economic impact of the university of the local area is directly related to student enrollment increases and has four direct effects: (1) the university increases purchases of goods and services (both within and outside the local area); (2) new faculty must be hired to teach the increased student enrollment; (3) additional support staff must be hired to support the increased faculty; and, (4) the additional students, faculty, and staff will make direct purchases from the private and public markets and the university.

Suggests that the student market segment may be analyzed according to place of residence, type of affiliation with the university, household characteristics, and sex.

Conclusions in terms of market-analysis are twofold: (1) a single-industry town, such as an isolated university town, will have a payroll structure that is atypical and skewed as compared to a larger, economically integrated area; and, (2) the single-industry community will exhibit growth patterns different from a larger region or nation.

40. The Community Impact of the University of California's Berkeley and Santa Cruz Campuses. A Staff Report prepared by Ira Stephen Fink, University Community Planner. Berkeley: Office of the Vice President-Physical Planning and Construction, University of California, April 1967. 30 pages. [C/C Library]

The study had two principal purposes: (1) provide specific information about the economic impact upon the community as a result of expenditures by the University and by University-oriented persons, and (2) provide a forecast of retailing and service activity from 1966 through 1975. Based upon results of a questionnaire survey and research conducted by Dr. David Bradwell.

Concludes that the total dollar volume of expenditures by Berkeley students, faculty, and staff, the campus itself, campus auxiliary enterprises, and campus visitors, amounted to approximately $318 million in 1965-66. At Santa Cruz, the corresponding figure amounted to approximately $16.9 million. Estimated non-housing expenditures by 26,471 Berkeley students at $75.9 million, of which $44.2 million was in the City of Berkeley; for the 11,588 faculty and staff the corresponding amount was $116.3 million, of which $44.0 million was in the City of Berkeley.

States that "the construction of a campus requires an investment in community supporting activities exceeding the construction investment in the campus itself." Estimates that students, faculty, and staff support residential and commercial real estate valued in excess of $400 million within the San Francisco Bay Area.

The Community Impact (cont'd.)

Forecasts an annual average increase of $1 million per year in individual non-housing expenditures between 1965-66 and 1975-76 at Berkeley reflecting an increase in the student body of 1,000 and a changing student mix from 62% undergraduate/38% graduate to 51% undergraduate/49% graduate. Corresponding forecast for non-housing expenditures at Santa Cruz, reflecting increases in the student body from 652 to 7,500 and in faculty and staff from 283 to 896, averaged almost $2 million per year--from $3.4 million to $22.3 million.

41. The Contribution of Rutgers (The State University) to the Economy of the City of New Brunswick during the Calendar Year 1959. New Brunswick, New Jersey: Bureau of Economic Research, Rutgers-The State University, April 25, 1961. Mimeographed. 41 pages [C/C Library]

Presents data obtained from questionnaires to the administration, faculty, staff, and students about spending in the New Brunswick trading area.

Based upon a faculty count of 1,339, a staff of 1,372, and a student body of 8,630, the study estimated "the minimum value of Rutgers to the New Brunswick trading area" in 1959 was over $20 million. In addition, another $20 million was expended elsewhere outside the New Brunswick area. The above totals do not include nearly $2 million in payments to the University for tuition, etc., nor do they include expenditures by the faculty, staff, or students for durable goods, or amounts expended by the university for construction. Average annual expenditure by the faculty was $5,480, by the staff $5,620, and by students $1,780.

States that this income is a net addition to the income of the community. Moreover, points out that the University makes other major non-measurable economic contributions to the economy including a policy of maintaining University buildings in excellent condition, with the effect of preventing formation of blighted areas in the vicinity, and the effect of the relatively stable nature of a University's expenditure in time of recession or depression--"universities do not go out of business during economic slumps". Feels that there were few, if any, types of business, professional, or service occupations that did not benefit directly as a result of the expenditures.

42. The Economic and Financial Impact of the Johns Hopkins University, Hospital, and Applied Physics Laboratory on the State of Maryland and the City of Baltimore. Baltimore, Maryland: Public Relations Office, The Johns Hopkins University, 1965, (updated, December 1967). 1965 report, 9 pages; 1967 report, 10 pages. [C/C Library]

Studies the economic impact of the Johns Hopkins University, the Johns Hopkins Hospital, and the Johns Hopkins Applied Physics Laboratory. Estimates that the total funds expended for these three operations for the fiscal year 1964-65 were $115,505,000. With a total employment of 10,117 persons at that time they comprised the fourth largest private employer in Maryland.

The Economic and Financial Impact (cont'd.)

The total funds expended for the three operations for the fiscal year 1966-67 was $132,960,260. With a total employment of 11,774 persons the Hopkins complex was still the fourth largest employer in Maryland.

Survey was based on direct payroll expenditures, current fund expenditures, expenditures paid to local suppliers and vendors, a survey of "out-of-town students" to determine their economic impact on the community, and expenditures of students in medical institutions.

At the time of the 1967 survey, the institution enrolled 1,810 undergraduate students, 1,406 graduate students, 666 students in the Schools of Medicine, Hygiene and Public Health, and an additional 6,154 students in evening colleges.

43. The Economic Impact of Portland State College Upon Portland, Oregon. A Study Conducted under the Auspices of the Urban Studies Program at Portland State College. Contributing personnel: Dr. Ray M. Northam, Dr. Joseph Blumel, Mr. Wesley Myllenbeck, Miss Linda Tilson, Mr. Michael Rancich. 1965 (approximately). Mimeographed. 25 pages. [C/C Library]

Study of the direct economic impact of Portland State College. Based upon results of questionnaire administered to students in the fall quarter 1964. Faculty and staff amounts are by extrapolation, by income category of expenditure ratios used in the Life Study of Consumer Expenditures (not footnoted or referenced).

Estimates that the student enrollment of 7,587 expended $9.3 million of which $5.1 million represented expenditure gain to the immediate community. The $9.3 million equalled 1.3 per cent of the value of all retail trade in Portland in 1958. Mean quarterly expenditures by students (including housing) was $657, while modal value equalled $453.

Based upon a staff payroll of $0.7 million (300 persons) and a faculty and professional payroll of $3.7 million (430 persons) estimated expenditures wery $0.6 million for staff and $3.3 million for faculty. These estimates were based solely upon wage and salary incomes, and not upon family incomes. There is no breakdown as to geographic location of the expenditures, nor is there any estimate of expenditures by the institution itself beyond that of payroll. Average staff annual expenditure was $2,100; average faculty expenditure was $5,100.

44. "The Economic Impact of a University on Its Local Community." Ernest R. Bonner. Journal of the American Institute of Planners, Vol. XXXIV, No. 5 (September 1968). pp. 339-343. [C/C Library]

Attempts to determine the total economic impact of the University of Colorado on its local community of Boulder, Colorado. Study concludes that: (1) each dollar of increased spending by the University eventually stimulates total community production of $1.37; (2) 10,000 new students added to the University would require 3,000 new faculty and staff and 900 other employees in the local sector; and, (3) student expenditures of $2,000 per student can be considered an approximate annual average. A further conclusion was that if the State of Colorado also experienced a multiplier effect from the University by the same ratio as did the community (1:37), then the University would generate a $1 million annual impact on firms throughout the state.

Footnotes refer to six other case studies of the economic impact of a university on its community.

45. "The Impact of a Higher Education Institution on a Local Economy." Michael K. Mischaikow and Thaddeus H. Spratlen. A Paper Presented to the Western Regional Science Association, Santa Barbara, California, January 28, 29, and 30, 1966. Mimeographed. 24 pages. [C/C Library]

Presents conceptual background to an economic impact study of Western Washington State College (Bellingham, Washington--1965/66 enrollment of 4,300 with 450 faculty and staff). Does not present results of study but concentrates on methodology, emphasizing the development of a model for improving net impact estimates.

Concern is expressed for relationships in an attempt to gain insight into the categories of income and spending impact. Recognizes the assumptions implicit in putting estimates together, with special attention focused on the matter of precise definition of terms, on sources of information, on means of obtaining data, and on validity or reasonableness of information.

Recognizes problems in constructing models of economic impact. Concludes that because the results are considered to include policy for future planning and because the model proposed was intended as a tool for empirical studies, its consistency be tested against reality.

46. The Impact of the University of Illinois on the Champaign-Urbana Economy. M. J. Lee. Unpublished Master's Thesis. Urbana, Illinois: University of Illinois, June 1966. 69 pages. [C/C Library]

Concludes that the benefits which accrue to the community due to the existence of the University of Illinois include the following: enriched social and cultural opportunities, increased educational opportunities at a low cost, economic stability, employment and income, and direct revenues.

Attempts to assign dollar values to the impact of the University of municipal revenues and expenditures. Reveals that there were an additional 1,184 jobs created in Champaign County for every 1,000 new University employees and an estimated $1,015 additional income to the County for every additional $1,000 of University payroll.

# E. Community/Urban Opportunity

47. Campus, 1980: The Shape of The Future in American Higher Education. Edited by Alvin C. Eurich. New York: Delacorte Press, 1968. 326 pages. [Administrative Records Library]

Argues that universities cannot afford to be detached from urban centers because this nation, its issues, and its styles of life are urban, and that the insulated campus is no longer acceptable in an urban setting. Sees the future campus as requiring all the resources of the city, including its people, theaters, museums, industrial laboratories and financial and social centers.

Contains articles by 16 contributors including William Birenbaum, John W. Gardner, Clark Kerr, Davis Riesman, and Nevitt Sanford.

48. "Community College." Seymour Eskow. Agony and Promise: Current Issues in Higher Education, 1969. Edited by G. Kerry Smith. A Publication of the American Association of Higher Education. San Francisco: Jossey-Bass, Inc., 1969. pp. 51-56. [Administrative Records Library]

Envisions the community college of the future as forming "coalitions of concern and service with other agencies of the community", such as public schools, libraries, health and social agencies, business and industry, and community cultural facilities. Proposes that the campus physically premeate, and not be isolated from the community.

49. "Confrontation: The Campus and the City." William Birenbaum, Colin Greer, Warren Rovetch, and Kevin White. Change in Higher Education, Vol. I, No. 1 (January - February 1969). New York: Science and University Affairs. pp. 6-18. [Administrative Records Library]

Argues that the university must abandon its academic neutrality and become committed to solving problems of urban society. White proposes that the university make the following contributions to the city of which it is a part: explore the possibility of providing to the municipality useful services which the municipality otherwise would not be able to afford; provide certain services free for which the city usually pays (such as computer and data processing services); administer experimental public schools; encourage students to work with community youth; and, work cooperatively with the city in developing university admission and employment policy.

50. "Ground Space for the University." Julian H. Levi. The University, the City, and Urban Renewal. A Report of a Regional Conference Sponsored by the American Council on Education and the West Philadelphia Corporation, Philadelphia, March 25, 1963. Edited by Charles G. Dobbins. Washington, D.C.: American Council on Education, 1964. pp. 9-15. [CED Library]

Observes that "a university is more than a collection of scholarly commuters; it is, rather, a community of scholars living with one another and with their work. The relationship of student and faculty is disrupted if the community around the university cannot attract and hold faculty members as residents." Argues that in order to serve the needs of youngsters (particularly the disadvantaged) attending the universities of the future, current physical expansion of universities (and their inevitably difficult and often undesirable consequences) must be tolerated so that the university's task in furthering social mobility can be realized.

51. The Role of the University in an Urban Setting. Martin J. Klotsche. A Subjective Summary of the 1960 Conference at the University of Wisconsin-Milwaukee. Milwaukee: The University of Wisconsin Urban Program, 1960. 5 pages. [C/C Library]

States that the urban university should perform the following functions in order to better contribute to its community: provide housing for specialists and professionals who deal with urban problems; do research on urban problems; and rehabilitate its own community.

52. The Commuting Student: A Study of Facilities at Wayne State University. The Final Report of the Commuter Centers Project. Richard F. Ward and Theodore E. Kurz. Detroit: Wayne State University, January 1969. 44 pages. [C/C Library]

Argues that the life of the commuting student and that of a typical collegiate student differ in many ways. Tries to provide an understanding of the commuter's life and problems as an essential prerequisite for designing and improving facilities in urban universities. States the literature dealing with the sociology of commuting students is small. As a consequence the report devises methods of obtaining information about this student subculture. Study is based upon extensive interviews with undergraduates in order to determine as much as possible about their patterns of activity and their social and academic behavior.

Discusses the differences between the life of the commuting urban student and that of a resident collegian under three headings: schedule, environment, and facilities. States that with regard to schedule the commuting student, when both his commute time and out-of-class employment are added together, spends an average of six hours per day more time commuting and working than does a resident collegian preparing class assignments.

The Commuting Student (cont'd.)

Argues that with regard to environment the urban commuter enjoys no clear break with childhood even though he may have far more adult responsibilities than the resident collegian. States that for several hours a day he is a student, several hours a worker, and for the remainder he is the son and brother he has always been. Concludes that for some this may be comforting at times but for every young person it is a situation fraught with both inner and manifest conflict.

Argues the effectiveness of education in lectures and labs is greatly influenced by the informal exchange that takes place outside the classroom. Yet when, for the commuter student, this intellectual exchange among all students is lacking, a deprived educational atmosphere results. Concludes the verty of informal facilities, the commuter student's working and commuting schedules, and the dispersal of professors throughout a large city all combine to produce a tradition of segregation which tends to impoverish both students and faculty.

States that places to study, free from disruptions and distractions and with adequate lighting, are badly needed for commuter students and must be provided in convenient locations. Moreover, a variety of facilities to promote and to nurture the social and intellectual atmosphere and to provide for exchange of ideas and thus distinguish the university from the assembly line are also needed.

Concludes the life of the commuting student is one of increasing separation of student and teacher, of segregation of social and study life, and of isolation of campus and off-campus support facilities which generate an action pattern normal to daily student needs. As a result, a sense of community is lost.

53. "The Task of the Urban University." Joseph C. Clark. The University, the City, and Urban Renewal. A Report of a Regional Conference Sponsored by the American Council on Eduation and the West Philadelphia Corporation, Philadelphia, March 25, 1963. Edited by Charles G. Dobbins. Washington, D.C.: American Council on Education, 1964. pp. 40-45. [CED Library]

Views the university's role in improving the urban situation as stimulating the improvement of the physical environment of the city; lobbying for the improvement of education in general; training specialists who help to solve urban problems; and, stimulating research that attempts to solve urban problems.

54. "The Urban Context and Higher Education: A Delineation of Issues." Joseph Gusfield, Sidney Kronus, an/ Harold Mark. The Journal of Higher Education, Vol. XLI, No. 1 (January 1970). pp. 29-43. [Administrative Records Library]

Argues higher education is changing from rural or small-town institutions founded in the 19th century to institutions which reflect the increasing dominance of urban life. Foresees that the student body will become increasingly urban in origin; urban campuses will be characterized by an increasing proportion of blacks; campus life will be more a part of urban life; and, as the population as a whole becomes more educated, the role of education will be altered.

55. "The University Community and the Urban Community." Martin Meyerson. The City and the University: The Text of the 1968 Gerstein Lectures Held at York University, Toronto. New York: St. Martin's Press, in association with York University, Toronto, 1969. pp. 1-17. [Administrative Records Library]

Examines some of the frictions which exist between the university community and the urban community and speaks briefly about ways in which universities are equipped to provide service for the urban community.

Argues that the phrase "the university community" has different meanings to different people: for some, the university is the detached, removed, rational, questioning, non-practical center of knowledge and research; for others it is both a symbol of the embodiment of tradition and the stability of values and culture; still others view it as the seed-bed of revolution, either in politics or behavior; while yet others see the university as a ladder to success, to status, and to career satisfaction. For some the university is on the idea frontier of technological, social, and economic changes, and for others it is thy not too efficient handmaiden to society. In short, concludes the way the university community is viewed is related to one's philosophical and political outlook and probably to one's personality.

Suggests a difference between the phrase "university community" inside the university (which signifies the intellectual sharing and presumed disposition of students and professors to engage in related work of the mind in a manner not found outside the university) and the physical meaning of the "university community" as a special and demarked place in which social and intellectual existence of academic people occurs.

States that both the intellectual and the physical aspects of the university community are separated from those of the general community. Argues that this distinction is perceived by the members of both communities, the academic and the civic, and that only to a limited extent are the frictions that arise between town and gown intellectual ones. States they are frictions caused by different behavior, manners, and values which have a large age and class component.

"The University Community and the Urban Community" (cont'd.)

Argues that as much as the university ought generally to assist the community in which it is located, it is important to differentiate between the university's primary and secondary concerns. Feels there is no question that in the allocations of energy and resources the university must choose educational needs as paramount. Argues that any university can provide some kind of community service but suggests that a university doing its job well will provide the knowledge and talent available to help the community imaginatively and well, rather than just to serve it. Believes that if universities really want to help the community they ought to devote most of their efforts to improving educational programs within the university.

Concludes that in the years ahead, universities no doubt would become more involved than ever before in the problems of their communities and of all communities. Welcomes this new level of attention in public service in alleviating frictions.

States universities may soon generate enough imaginative and constructive intellect to be able to cope efficaciously with proliferating urban and regional problems -- at a point where civic malcoordination would yield to sophisticated consciousness, a consciousness university-based, perhaps, and certainly university-trained.

56. "The Urban University: Is There Such a Thing." Leonard E. Goodall. The Journal of Higher Education, Vol. XLI, No. I (January 1970). pp. 44-54. [Administrative Records Library]

Suggests three goals institutions of higher education should strive toward if they want to become "urban" universities and suggests courses of actions to facilate the attainment of these goals. Goals include: (1) being a university (pursuing education, research and public service); (2) becoming particularly committed to the public service function of the university; and (3) effectively relating education and research to the environment in which the university is located.

57. University and Community. Procedings of a Conference, April 25-26, 1963, held under the Auspices of the Association of Urban Universities and the Johnson Foundation. Edited by H. Robb Taylor. Milwaukee: University of Wisconsin, 1963. 148 pages. [C/C Library]

"Ways and Means for Urban Universities to Exercise a Unique Function in Their Communities".

States that universities are currently engaged in the following activities to serve their communities: facilitating individual mobility, providing technical assistance, and educating civil leadership and others on the future.

University and Community (cont'd.)

Argues that universities should undertake the following activities to better relate to the community: clearinghouse for the community of university resources, counselor and consultant, convener of groups, conductor of policy seminars and conferences, provider of "special education" courses for the community, and site of demonstration or experimental projects, such as objective research and the evaluation of social programs.

"The Culturally Deprived: Have Urban Universities Discharged Their Responsibilities?"

Observes that special programs for the culturally deprived (such as special education programs) are one way urban universities discharge their responsibility to the disadvantaged in the community.

58. "University and the City." Rosemary Park. Universities and Foundations Search for Relevance. Los Angeles: Institute of Goment and Public Affairs, University of California, 1968. pp. 24-28. [CREUE Library]

Views the role of early universities as being remote from urban life, using their own knowledge of the past to further their understanding of human life. Considers the mid-nineteenth century land grant colleges as breaking this tradition of remoteness, and assuming a responsibility to assist a rural society in agriculture and the mechanical arts. Proposes that contemporary urban universities apply themselves to a new field of research -- urban problems -- and apply their learning in this field to aid the cities of which they are a part.

59. "Universities and Urban Affairs." Mason W. Gross. Graduate Comment, Vol. VII, No. 3 (April 1964). Detroit: Wayne State University. pp. 59-63. [C/C Library]

Asserts that "one of the accepted tasks of the American college and university from the very beginning of our tradition has been to meet certain of the more pressing needs of the community." Universities have responded to community needs in the following ways: by attempting to provide trained professional leadership, by developing programs of organized research, and through extension programs which have sought to put research knowledge into practice.

Argues that although historically universities have been thought of as ivory towers, colonial colleges were founded with the purpose of satisfying the community needs in the form of trained professional leadership; land grant colleges were founded to aid the economic welfare by providing agricultural and engineering education; and urban colleges today, in keeping with this tradition, are organizing to fulfill their commitment to contemporary society. The ways urban universities are fulfilling their commitments are by the expansion of their physical size to accommodate a growing population, by research on urban problems, and by bringing young community leaders to campus for future study.

60. Urban Universities: Rhetoric, Reality and Conflict. Prepared by the Organization for Social and Technical Innovation and sponsored by the Bureau of Higher Education, Office of Education, U. S. Department of Health, Education, and Welfare. Washington, D.C.: United States Government Printing Office, Superintendent of Documents, Catalog No. HZ 5.250:50062, June 1970. 65 pages. [Administrative Records Library]

Attempts to discover how institutions of higher education can respond to the demand of helping to solve urban problems, particularly those of their immediate community. Describes the general form of institutional response to conflict with the "faculty mode", which is characterized by freedom of the faculty to pursue knowledge within the citadel of the university, thus isolating itself from urban conflict. Over-all conclusion is a negative one: universities are locked in their own set of conflicts to such an extent that they are not equipped to respond centrally to urban problems.

In spite of this pessimism, suggests the following institutional strategies of change: (1) institutional practices, (2) problem solving and technical assistance, (3) curriculum, (4) hiring policy and reward system, (5) open enrollment, and (6) decision-making structure. Concludes that the first two changes may make some positive contributions to the community but will not change the university into an institution with significant impact on urban problems. The final alternative is rejected as an avenue of change because of its inability to reach the source of decision-making power. Argues that open enrollment and hiring of large numbers of a new kind of faculty are the most rapid ways to change the university. Because this method conflicts with the "faculty mode", the alternative of "curriculum change" is suggested as a slower but less threatening method of accomplishing the same type of goals.

Recognizes the conflicting factors in the university setting: the university president, the students, community groups, faculty members, and the public sector each has its own perspective and each contributes to change in its own way. Suggests how each one of these may act to produce change and concludes that an effective coalition among them, though extremely difficult to achieve, is one positive way to stimulate response to urban problems in the community and in the educational institutions.

61. Wayne and the Inner City: A Survey of Urban Concern. Detroit: Office of the President, Wayne State University, October 1968. 68 pages. [Administrative Records Library]

Identifies roles the University can adopt that exemplify a commitment to the community of which it is a part. Roles include: employer (particularly for disadvantaged people); physician (providing health care for community residents); trainer of professionals devoted to community service (such as social workers and teachers); researcher on urban problems; and, provider of educational opportunity for minorities.

# F. Community Plans

62. A New Community in Amherst: Interim Report. Prepared by Llewelyn-Davies Associates for the New York State Urban Development Corporation. New York, New York: May 1970. 106 pages. [C/C Library]

Responds to questions asked by the New York State Urban Development Corporation to examine ways to assist in absorbing the impact of new development likely to occur in the area surrounding the expansion of the campus of the State University of New York at Buffalo - Amherst, and at the same time help in providing housing and services of appropriate kinds, where and when they are needed.

Purpose of the report was (1) to define and recommend a specific geographic location for the development of a planned community, as an integral part of the Town of Amherst, containing a wide range of homes, jobs and services; (2) to analyze the economic and financial feasibility of the development for the Urban Development Corporation, and its physical impact on local government; and, (3) to prepare a development program and plan in sufficient detail to enable development to proceed immediately upon completion of the contract.

The proposal outlined concerns an area of some 2,400 acres mainly to the north of the site of the State University of New York. It represents some 15% of the undeveloped area of Amherst.

Adopts a three-fold strategy in the development of the new community: (1) concern with the scale and precise nature of the growth which can be expected to occur; (2) concern for the area where the new community is to be built and the people who live there already; and, (3) the institutional and financial resources which will be needed to plan, develop, and maintain a new community. Recommends that the new community provide housing opportunities for people of all ages, incomes and occupations and reach a population of 25,000 on maturity in the year 1985.

Recommends that the new community accommodate 2,850 households in the "below-market" category (under $10,000 annual family income including 500 households of elderly persons) and 5,550 households in the "market" category.

Suggests that the new community would require about 2,400 acres of land of which 1,000 acres would be residential use, 300 acres for streets, highways and services, 500 acres for open space, schools, and public facilities, 100 acres for commerce, and 500 acres for light industrial and research and development facilities. Data supporting these land use allocations are not presented in the report.

63. A University Campus and Community Study: Second Phase Report. Prepared by William L. Pereira and Associates for The Irvine Company. Los Angeles: 1960. 45 pages. [C/C Library]

Purpose of the study was to prepare a University Community Master Plan to serve both as a framework for University and community development and as a basis for firm agreements by the University of California, The Irvine Company, Orange County authorities, utility agencies, and others concerning the placement of a new 1,000 acre campus of the University of California on Irvine Company lands. Study includes the definition of boundaries of the University campus and community, location of major roads and freeways, preparation of a land use plan for the University community, and definition of planning principles and standards by which development of the University community would be guided.

Suggests the necessity for establishing the University community as a "planning area" with its own separate area planning commission to expedite orderly development of the community during its early years while unincorporated and while still under the stewardship of the County of Orange. Includes resolutions adopted by city councils of three neighboring cities stating a policy of nonannexation toward the University community in order to preserve the integrity of the community's boundaries until such time as it could be incorporated.

Estimates that the community which will grow up around the new University will have an ultimate population of 90,000 to 100,000 including University-housed persons. Presents a land use plan of approximately 10,000 acres, excluding the 1,000 acre University site, indicating major land use categories of residential, greenbelts, town center, institutional research facilities, craft industries, and research and development areas.

64. City of San Diego University/Community Study. A Master Plan Study for the University of California Community. Prepared by the City of San Diego Planning Department. San Diego: March 1959. 58 pages. [C/C Library]

In accordance with the resolutions passed by the University of California's Board of Regents and the City of San Diego City Planning Commission and City Council with regard to the location of a new University of California campus north of La Jolla, the report was prepared to assure that the area adjacent to the proposed site could fully satisfy the requirements for development of a compatible residential area and local highway system for service and convenience of a major University campus.

Describes the planning process and the character of the University community. Concludes the success of the University can be created in a socio-political climate in which the residents identify themselves with the town and the University simultaneously. Cites physical relationships between the University and the center of commercial and cultural activity of the town as the first means for promoting the atmosphere of the University community. Opines that the penetration of desirable community elements into the campus itself should also be exploited. Speaks to desirability of maintaining architectural unity and continuity between campus and community.

City of San Diego University/Community Study (cont'd.)

Assumes that the University community site of approximately 10,000 acres (excluding the University) should be capable of accommodating a probable population of about 90,000 persons. Includes community land uses of: residential (3,855 acres), commercial (220 acres), industrial (1,100 acres), recreational (2,500 acres), institutional and educational (including University, 1,650 acres), and roads, streets, and reserve (2,180 acres).

65. General Plan for the University Environs. Prepared by Williams and Mocine for the Santa Cruz City Council and Planning Commission, and the Santa Cruz County Board of Supervisors and Planning Commission. Santa Cruz, California: September 1963. 36 pages [C/C Library]

Responds to the recognition that the location of the 2,000 acre University of California campus at Santa Cruz will radically expand the rate of urban growth in the north Santa Cruz County area and enlarge the role of the City of Santa Cruz. Plan attempts to create a residential community which will integrate the University campus and the City of Santa Cruz while preserving and enhancing the natural beauty of the site.

Proposes various residential uses grouped into 17 neighborhoods accommodating approximately 65,000 persons on 5,600 acres, with densities ranging from 1 to 20 families per gross acre, and, and over-all density of approximately 4.5 families per gross acre. Community land uses include: residential (3,775 acres), commercial (61 acres), research-industrial (43 ares), institutional and educational, excluding University (427 acres), parks (1,231 acres), and other (62 acres).

66. Master Plan: University Community. Prepared by the City of Riverside, California, City Planning Department. Riverside, California: April 1960. 64 pages. [C/C Library]

Presents a generalized, long-range Master Plan for the physical development of a University district containing 6,400 acres, located between the easterly limits of the City of Riverside, California and the Box Spring mountains, and given identity by the Riverside campus of the University of California. The report is an end product of extended series of actions related to proposals for land use development in the area and annexation of the area to the City of Riverside.

Provides data on past and existing land use development, reviews factors contributing to the land use and circulation patterns, and analyzes previous planning and zoning programs.

Master Plan: University Community. (cont'd.)

Estimates the area comprising the University district was expected to increase in population from 1,625 in 1958 to 21,000 in 1980. At the time the study was prepared, the University campus was projecting a 10,000 student population in its horizon year. Proposed land uses in the Master Plan include: single family residential (2,490 acres), multi-family residential (230 acres), schools (100 acres), recreational (270 acres), institutional and quasi-public (160 acres), office (20 acres), commercial (170 acres), industrial (660 acres), streets, railroads, and canals (1,200 acres), and the University (1,100 acres).

67. Stanford University Land Use Policy/Plan. Prepared by Livingston and Blayney, City and Regional Planners. Stanford, California: 1971. 35 pages. [C/C Library]

Summarizes studies and recommendations on use of 4,500 acres of Stanford University lands undeveloped and uncommitted for use. Titled a "Policy/Plan" because it presents both a course of action and a design, with somewhat greater emphasis on the former than the latter.

Bases recommendations on three principal considerations: academic eminence of Stanford, financial strength of the University, and benefits to surrounding communities and the mid-Peninsula sub-region.

Describes present conditions, future development proposals and prospects, a land development program, and outlines five alternative proposed land use mixes. For each of the alternative land use patterns, impact on employment, housing stock, traffic volumes, and income to the University were projected. Ecological and visual implications were also considered.

68. Westwood Community Plan: Preliminary Plan. City Plan Case 12142 Prepared by the City of Los Angeles Department of City Planning. Los Angeles: December 1970. 15 pages [C/C Library]

Presents a preliminary plan to the residents and business community of Westwood for comment and review and is scheduled to be part of the general plan of the City of Los Angeles. Companion volume to the Westwood Community Plan: Staff Report.

The purpose is to provide an unofficial guide for the future development of the community for use by the City Planning Commission, the City Council and the Mayor. The plan provides a reference to be used in connection with actions on various City development matters as required by law, including the location, design, and programming of public facilities, highway improvements, and proposed changes of land use.

Westwood Community Plan: Preliminary Plan. (cont'd.)

Plan provides a residential capacity of approximately 60,000 persons (not including students living on the University of California, Los Angeles, part of the Westwood Community) in the year 1990. Proposes retention of the major residential areas surrounding the campus and now existing. Within the commercial district, proposes that the over-all building floor area not exceed three times the total land area excluding streets and required setbacks, whereas present zoning permits development equivalent to ten times the total land area.

Suggests that the Westwood core area become a major center and stopping point for a proposed Los Angeles rapid transit system connecting with other major centers in the Los Angeles metropolitan area.

69. Westwood Community Plan: Staff Report. City Plan Case 12142. Prepared by the City of Los Angeles Department of City Planning. Los Angeles: December 1970. 36 pages. [C/C Library]

Companion volume to the Westwood Community Plan: Preliminary Plan, the introduction states that the staff report is presented for informational purposes only. Includes material relating to socio-economic characteristics and analyses, transportation, land use, public facilities, citizens' participation, and other matters dealing with the preparation of the plan.

States the greatest single influence on Westwood is the University of California at Los Angeles, located in the north central portion of the community. The campus contains 411 acres, or about 13% of the Westwood community area. In the Spring Quarter of 1970, UCLA had an enrollment of over 28,000 students.

Preliminary Plan proposes to promote coordination of the University of California at Los Angeles and related facilities with adjoining residential and commercial uses by making provision for buffers and transitional uses where necessary, by being cognizant of the needs for University-related housing, parking, shopping, and recreation, and by encouraging University compliance with City standards relating to the Community Plan for Westwood.

Claims earliest planning efforts in the community date to the early 1920's, when Westwood Village was laid out, and after 1925, when The Regents of the University of California adopted the Westwood site for the "Southern Branch" campus of the University of California. Practically all land in Westwood was subdivided between 1924 and 1929 and established the basic land pattern that exists today.

Westwood Community Plan: Staff Report. (cont'd.)

Of the 3,111 acres comprising the Westwood community, the existing land uses in 1970 included the following: single family (758 acres), multiple family (320 acres), commercial (52 acres), parking (24 acres), industrial (4 acres), Veterans Administration Lands (623 acres), University of California, Los Angeles (411 acres), Los Angeles Country Club (312 acres), other public and semi-public uses (44 acres), vacant (27 acres), and railroad rights-of-way, streets and alleys, and freeways (537 acres). In total, 35% of the area is in residential land use, 45% of the area is in public and semi-public uses, 17% of the area is used for surface transportation, and the remaining 3% in commercial, parking, industrial, and vacant land areas.

States population in the area in 1950 was 24,300; in 1960, 29,800; and in 1969, 39,400. The Plan intends to provide for an ultimate population of 60,000 by the year 1990.

Indicates one-half of the employed population in 1960 was comprised of managers, executives, proprietors, and technical or similar occupations; median family income in Westwood in 1960 was almost $13,000 compared to $6,900 for all of Los Angeles; and number of school years completed by persons 25 years of age and over in 1960 was 13.8 years compared to 12.1 years for the entire City of Los Angeles.

# G. Historical Perspective

70. "A Truce in the War Between Universities and Cities." Kermit C. Parsons. The Journal of Higher Education, Vol. XXXIV, No. 1 (January 1963). pp. 16-28. [Administration Records Library]

Argues that universities of the Anglo-American tradition have had an antipathy towards cities. Discusses the history of this antipathy and movements (largely urban renewal efforts) towards their reconciliation.

Gives a good historical analysis of early universities on the continent and in England.

71. The American College and University: A History. Frederick Rudolph. New York: Vintage Books, 1962. 516 pages. [CED Library]

Notes that at the time of the American revolution fewer than one out of one thousand colonists had been to college at any time in his life, and that although universities were necessary for society they were not necessary for most colonists. Universities were essential in the community at that time to train an elite group of political leaders and ministry.

72. "The European University from Medieval Times with Special Reference to Oxford and Cambridge." Marjorie Reeves. Higher Education: Demand and Response. Edited by W. R. Niblett. San Francisco: Jossey-Bass, Inc., 1970. pp. 61-84. [Administrative Records Library]

Argues that continental universities in the 15th century arose as instruments of social and political policy and symbols of civic pride and self-consciousness. In particular, 15th century universities developed with the growing fragmentation of Europe into small political entities. (An example of a university designed to boost national pride and self-identification is Charles IV's founding of Prague University in 1347).

Does not attempt to analyze or distinguish between universities that developed in urban centers as opposed to those that grew in rural areas.

73. The University Town in England and West Germany. Edmund W. Gilbert. Research Paper No. 71. Chicago: Department of Geography, The University of Chicago, 1961. 74 pages. [C/C Library]

Suggests that the principal criterion for identifying a "true" university town may be either (1) one whose main function is that of a university or (2) one that has a high proportion of university land within the town's boundaries. Describes and gives a historical perspective of the development of four university towns in Germany--Marburg, Gottingen, Heidelberg, and Tubingen, and two university towns in England--Oxford and Cambridge.

The University Town in England and West Germany. (cont'd.)

Argues that Oxford and Cambridge should attempt to retain their traditional charm and university character by limiting the size of their population growth. Notes that an atmosphere of peace and quiet is a positive advantage for successful teaching and research and that the nearby countryside contributes significantly to such peace and quiet. Suggests that Gottingen and Tubingen have managed as university precincts better than Oxford or Heidelberg, and that in Marburg university life has been too cloistered and cut off from the mainstream of affairs.

74. "Out of Smalle Beginnings...": An Economic History of Harvard College in the Puritan Period (1636 to 1712). Somers Margery Foster. Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 1962. 243 pages. [CED Library]

Although the main focus of this book is on the economic climate of Harvard's first years, this book suggests that the reasons for founding Harvard were closely tied to the needs of the Massachusetts Bay Colony community for a source of trained civil service, an educated ministry, and an understanding of the Bible which demanded education in the classics.

# H. Housing

75. An Analysis of Faculty Housing Needs and Availability at the University of California, Berkeley. David J. Ross. Unpublished Master's Thesis, Department of Business Administration. Berkeley: The University of California, June 1961. [CREUE Library]

Thesis concerns the description and availability of housing occupied by faculty at the Berkeley campus of the University of California. At the time of the study, there were nearly 1,100 faculty in the tenured ranks of professor and associate professor and in the non-tenured ranks of assistant professor and instructor on the Berkeley campus. The group studied was that part of the permanent faculty who had come to the University within the past five years (a total study group of 404 persons). Results are based on a questionnaire returned by 75% of the total study group, including 109 tenured faculty and 170 without-tenure.

Results of the questionnaire indicate: Non-tenured faculty have a much greater tendency to rent than do tenured persons (non-tenured 62%; tenured 23%). All faculty tend to change their housing during their early years at the University (27% of the non-tenured faculty moved during their first year, by the fifth year, 95% of the non-tenured faculty had moved. Comparable figures for tenured faculty were 27% and 68%). Almost all non-tenured persons rent their original housing in the Berkeley area (91% rent, 9% own). Comparable figures for tenured faculty show a stronger preference or ability to own their original housing (74% rent, 26% own).

In general, the faculty lived about 3 to 5 miles from the campus. As faculty purchased housing however, they tended to move farther away from campus.

76. An Approach to Surveying Housing and Transportation Patterns of College and University Students. Ira Stephen Fink and David Bradwell. Berkeley: University of California, Office of the President, to be published May 1971. 99 pages, plus appendices. [C/C Library]

Provides a system whereby colleges and universities, using the survey techniques described, can conduct student housing and transportation surveys on a regular basis, at minimum cost, and produce information and data that may be compared with similar data from other institutions. Describes in detail a tested system using mark-sense data cards and includes in the manual a sample survey card, a description of the card and its application, and computer programs for computing, summarizing and displaying the collected data.

An Approach to Surveying University Student's Housing (cont'd.)

Presents card design and program information based upon a system in use at the University of California since 1965 in conducting its annual student housing and transportation surveys. Concludes that a campus (or university) will be able to determine housing development patterns with respect to their adequacy in meeting the needs of students, the possible need for direct university activity in providing student housing, the relocation patterns of students, and the degree of physical propinquity of the student community of the campus.

The text describes the step-by-step process for undertaking a survey, indicating purposes, techniques, and methods for survey; discusses in technical language the operations of the computer programs which translate the survey data into readable survey tables for annual surveys; describes in technical terms the operations involved in designing a student housing projections model; and, illustrates some of the uses of the results of past surveys at the University of California.

Contains, in Appendices A through D, sample printouts for the annual survey, the projections model, and other special printouts. Contains, in Appendices E and F, the entire computer program listed for both the annual survey and the projections model.

A grant from the U. S. Office of Education through the California Coordinating Council for Higher Education made the publication possible under its original title California Student Housing and Transportation Survey Manual.

77. A Study of Changing Student Housing Patterns at the University of California's Berkeley, Davis, and Santa Barbara Campuses--Spring 1966 through Spring 1969. Berkeley: University of California, Office of the President, Vice President-Physical Planning and Construction, January 1970. 57 pages. [C/C Library]

Identifies, for the years 1966-69, the changing patterns of housing types occupied by students, the changing level of rents students must pay for their housing, and the changing location of student housing as measured by distances from campus to place of residence.

Concludes that, in general, "apartment living" increased as a mode of student housing at a rate greater than increase of enrollment, whereas "organized living units" (except co-operatives) as a housing form did not keep pace with campus growth. At Berkeley, 50% of the single students and 78% of the married students lived in privately-owned apartments; at Davis, corresponding figures were 49% and 74%; at Santa Barbara, 47% and 77%.

A Study of Changing Student Housing Patterns (cont'd.)

Concludes that for both single and married students, rent levels have risen from 1966 to 1969, and in every case, the mean rent paid in 1969 showed a greater percentage increase over 1966 than for all rental housing for either of the two major metropolitan areas in California--the Los Angeles-Long Beach and the San Francisco-Oakland area. At Berkeley, median monthly rent for single students in 1969 was $65-74 per month and for married students $110-124 per month. At Davis the corresponding figures were $45-54 and $90-109; at Santa Barbara $65-74 and $90-109.

Indicates that Berkeley, Davis, and Santa Barbara campuses all had high percentages of their students living within one mile from campus--58% at Berkeley and Davis, and 68% at Santa Barbara. At Berkeley, this represents for the period 1966-1969 an average decrease of 1% per year living within one mile of campus; at Davis, an average increase of 3% per year; at Santa Barbara, an average decrease of 2% per year living within one mile of campus.

78. Changes in Supply of Private Housing Available to University of California Students, 1963-66. A study undertaken by the Center for Real Estate and Urban Economics, University of California, Berkeley, for the University of California, Office of the Vice President--Physical Planning and Construction. Berkeley: University of California, August 1966. 52 pages. [C/C Library]

Identifies, through questionnaires and measures from sample structures, changes which occurred in supply of private housing available near University of California campuses between Fall 1963 and spring 1966.

Concludes that the then-current private housing market was neither indifferent nor complementary to University housing activities but was instead actively competitive with these activities. Suggests that in the way the University locates its campuses, controls surrounding land, and uses its considerable resources, the University could compete with the private market, could preempt a large share of housing student demand, or could raise great obstacles to private market activities. Suggests that private market activity follows upon adoption of housing program by the University but does not perfectly complement it. Concludes that private supply is not a fixed datum from which University policy can be derived, but a variable which depends in part on that policy.

Indicates that student-oriented rental developments generally offer little in the way of special facilities for students, but merely exhibit a preference for student tenants. Further indicates that one of the most significant aspects of student behavior in the private housing market is the widespread willingness of students to share rental units. Suggests students unwilling or unable to share rental units are probably at a disadvantage in the new apartment market.

Changes in the Supply of Private Housing (cont'd.)

Recommends that, in general, University housing be provided to those who need it and the University housing rules imposed on those who will benefit, recognizing that individuals who fit into one of the categories do not necessarily belong to the other category as well.

79. Comprehensive Housing Report. Berkeley: University of California, Office of the President, April 14, 1965. 58 pages. [C/C Library]

Contains recommendations of the University's Ad-hoc Committee on Residence Hall Operations and a staff analysis of a "student housing market study and preference survey" conducted in Fall 1964 by the Real Estate Research Corporation, with Field Research Corporation as a sub-contractor for the preferences survey.

Recommendations include the adoption of a University-wide housing policy, the adoption of a definite housing program for each campus in terms of number of spaces to be built over the following decade (subject to annual review), plus recommendations regarding operational practices and design of facilities.

Describes results of the student preference survey based on a 50% response to 15,000 questionnaires mailed to students on six of the University's campuses. Survey results indicate that "better study conditions and more privacy" were most prominent reasons for changing housing during the course of a school year. Among reasons for leaving University residence halls "privacy" and "freedom" were most often given. The most frequently mentioned reasons for moving to University residence halls were "better study conditions" and the desire to be part of a "more congenial social group." The most important factors in housing satisfaction among men student were "quiet for study," "low cost of housing," and "comfort of units." Among women students the most important factors were "quiet for study," "privacy" and "freedom."

80. Cost Benefit Analysis in a University Setting: The Housing of Students. Robert Hunter Crandall. Unpublished Ph.D. Dissertation in Business Administration. Berkeley: University of California, June 1968. [General Library]

Contains a review of the literature on student housing; a linear model which attempts to develop a framework for rationally planning student housing at institutions of higher education; a chapter of comparative costs among four different types of student housing facilities (residence halls, cooperatives, fraternities, and private apartments); case studies applying the model to four University of California campuses; and some suggestions for application of the model to other aspects of student housing.

Cost Benefit Analysis in a University Setting (cont'd.)

The model assumes that the most important criterion in determining the "best" policy decision in supplying student housing is minimization of cost to the university in supplying this housing. The model provides a method for measuring costs to the university of residence halls, cooperatives, fraternities, and apartments to determine which housing type should be built by the university.

81. Fraternities and Sororities: A Survey of Student Housing Capacity at the University of California. Berkeley: University of California, Office of the President, Assistant Vice President-Physical Planning and Construction, February 1971. 36 pages. [C/C Library]

Study describes membership strength and changes in fraternities and sororities since 1960 at the four campuses of the University of California where they exist--Berkeley, Davis, Los Angeles, and Santa Barbara. Also describes the impact of the changes in the fraternity and sorority system on the availability of student housing. Does not analyze the reasons for changes in fraternities and sororities.

Indicates that in Fall 1960, 21% of all undergraduate men at Berkeley were members of fraternities; by Fall 1969 this figure had decreased to 8%. In Fall 1960, 26% of all undergraduate women at Berkeley belonged to sororities; by Fall 1969, only 8% did so.

At Davis, in Fall 1960, 24% of all undergraduate men were members of fraternities; by Fall 1969 this figure had decreased to 11%. There are no sororities at Davis.

In Fall 1960, 23% of all undergraduate men at Los Angeles belonged to fraternities; in Fall 1969, only 8% did so. In Fall 1960, 29% of all undergraduate women at Los Angeles belonged to sororities; in Fall 1969, only 10% did so.

At Santa Barbara, in Spring 1962, 19% of all undergraduate men were fraternity members; by Fall 1969 only 10% had fraternity affiliation. In Spring 1962, 22% of all undergraduate women at Santa Barbara belonged to sororities; by Fall 1969 only 9% did so.

82. Future Off-Campus Housing Supplies - University of California - Problems and Prospects. A study undertaken by the Real Estate Research Corporation for the University of California, Office of the President. Berkeley: University of California, January 1970. 119 pages. [C/C Library]

Presents results of a six-month investigation conducted in 1969 of the off-campus housing sectors in the communities surrounding the nine University of California campuses. Essentially normative in its orientation, the study attempts to provide an understanding of the organizations operating in the housing sector and how the private housing industry is likely to evolve in the future if present conditions continue.

Future Off-Campus Housing Supplies (cont'd.)

Indicates investors' objectives vary among off-campus developers. Some organizations were syndicates of wealthy investors who maximize income by rapid depreciation and sale of apartment buildings within relatively short periods of time. Other developers were interested in long-term ownership of buildings, seeking an increasing cash flow and deriving income from their management services. Suggests that availability of equity capital has not been a major limitation in the development of off-campus student housing; rather, the main problem seems to have been with mortgage lenders who tended to be relatively conservative, subjective, and dictatorial in the kinds of units on which they would lend money. Concludes the number of lenders that have strong interest in making loans on student apartments is small.

Suggests that continued increases in rental rates of nearby off-campus apartments as compared to units located at greater distance from the campus will necessitate adjustments in the form of increased apartment densities, enlarging the area zoned for off-campus apartments, changes in locational preferences of students (away from near-campus apartments), slowdown in the size and change in the composition of the student bodies, doubling up by many students who had preferred to live alone, and reduction in the marriage rate or postponement of the bearing of children.

Argues the University can help stimulate private off-campus development by pressing for zoning changes around the campuses, developing more accurate projections of enrollment, and stating policies with respect to on- and off-campus housing and adhering to these policies to the best of its ability. Indicates there are also long-term changes taking place within the University and its relationships to the community-at-large that suggests that greater close-in concentration of students may not be in the best long-term interest of the University.

Suggests the University could supplement the private sector by providing the type of housing units that are not being constructed off-campus--by concentrating many of its future building programs on married student housing, and by converting some of its dormitories to single-occupancy units and changing their character to make them exclusively for graduate students.

Suggests influences of institutional nature have a strong bearing on supply and tend to modify market forces, including master plans or zoning practices, building codes, the predilections or prejudices of lenders, investors, and developers, the availability of federal or non-profit financial assistance, etc. Indicates changes in any of these variables would change the total number of new student housing units that are likely to be supplied at each University of California campus in the future.

83. Housing at Columbia. A report submitted to I. M. Pei and Partners, Architects, by Barbara E. Harrison. New York: Bureau of Applied Social Research, Columbia University, March 1970. 89 pages plus appendices. [C/C Library]

Concerns student attitudes and is based on results from a September 1969 questionnaire designed to obtain basic preliminary information from the Columbia student population. Stresses that the findings are not a complete picture but are preliminary in many ways. Indicates that there is no information, for example, on ways in which student's use their residences, on their changing living styles as they continue through school, nor on interaction patterns between their immediate residential situations and a larger community area.

Suggests that housing problems are necessarily inseparable from other problems of the University students and staff. The lack of housing in the area has repercussions for personnel within the University in various ways.

Indicates that almost half the students now registered at Columbia live in Morningside Heights, but a substantial proportion who live elsewhere would prefer living in this area. Of the various housing types preferred by students, off-campus apartments are given the highest rating; in decreasing order of popularity are suite arrangements, dormitories, rooms in private houses, and fraternity housing.

Interviews conducted in the few dormitories substantiate feelings and responses of disgust, apathy and resentment. Indicates that dormitory life is, in some cases, almost unbearable because of the building's physical condition.

States students were favorable about living in the same buildings with other academic groups. Concludes that students want more contact with almost every other group, both within Columbia and in the community area, but feel strongly that Morningside Heights should not become an "academic ghetto." Numerous existing conditions--opportunities to meet other academic people and community members, recreational and entertainment facilities, shopping, safety, and housing--were all evaluated quite negatively. The University was seen by many students as segregated from (or actively hostile toward) the community, as uncaring about both academic and non-academic people, thus contributing to the lack of the development in the immediate area.

States many aspects of the Morningside Heights area contribute to a depressing and inactive social and physical milieu. Students reactions to the neighborhood also reflect a lack of enthusiasm for it.

Housing at Columbia (cont'd.)

Includes descriptions of a variety of problems voiced by students about their lives at the University. Concludes changes in physical planning policies alone cannot solve these kinds of problems. Policies adopted, however, will reflect underlying attitudes towards students, community members, and the role of the University in urban setting. Suggests that Columbia must adopt the philosphy of change, participation, and experimentation both in planning decisions and in decisions which more directly affect other aspects of University and community life. Argues that planning decisions potentially can have an impact in two general areas--in student attitudes and participation and in community relations. Suggests that present philosophies adopted do reflect attitudes towards the "place" of students in the educational system, and as a result define the surrounding community as either a participant or a body to be ignored in favor of University needs.

84. New Apartments in the Berkeley Campus Environs: A Study of the Degree to Which Apartment Buildings Constructed in the Berkeley Campus Environs from 1964 to 1968 Serve University of California Students. Berkeley: University of California, Office of the President, Vice President-Physical Planning and Construction, April 1970. 37 pages. [C/C Library]

Presents results of a May 1969 survey of all new apartment buildings of three or more units located in an area of approximately one-half mile radius surrounding the Berkeley campus of the University of California and for which building permits were issued during the fiscal years 1964-65 to 1966-67.

Includes forty-four buildings ranging in size from three to 104 apartment units in the survey. In total, the forty-four buildings contained 900 apartment units and housed at least 2,018 persons of whom 1,074 or 53.2% were identified as UC Berkeley students.

Illustrates that construction of the surveyed building was usually begun early in the calendar year. States about seven months were required for completion, with buildings opening for occupancy in the fall, roughly corresponding to the start of the academic year. Estimates construction costs reported on the building permits were between $7,500 and $13,000 per apartment unit with an average slightly over $9,500.

Concludes that the surveyed buildings housed students to varying degrees: five buildings had no student residents, five others had more than 70% students, and one had 80% students. States that collectively the surveyed buildings tended to provide housing for single, upper division, and female students in greater proportions that the same groups were found in the over-all student body. Conversely, married, graduate and lower division, and male students were housed in these buildings in less proportion that their numbers in the student body.

85. Premium Rent for Student Housing in Berkeley. George M. Brown. Unpublished Master's Thesis, Graduate School of Business Administration. Berkeley: University of California, June 1965. 63 pages. [CREUE Library]

Author's hypothesis is that landlords in the core areas near the University of California's Berkeley campus can demand and do receive higher rents per unit from students than landlords of comparable properties in outlying areas: but, concludes that because of "doubling up" within the core area, the rent per tenant is actually less than rent for comparable units beyond the core.

Results are based on studies of 205 apartment units in 18 apartment buildings. Of the units in the sample, 120 units were contained within a 3,000-foot walking distance of the campus and thereby were considered to be in the "core" housing area.

Suggests that because of a zero vacancy factor found in the sampled units in the core, it is speculated that students definitely prefer to live within either walking or bicycling distance of the campus. Over one-half of the sample units in the core had at least 4 students per apartment unit, with average density of 3.3 students per unit. Beyond the core, average density was only 1.9 tenants per unit.

Indicates developers and owners build to the student market. Within the core this premise is evidenced by the higher number of parking spaces per unit, more two-bedroom, two-bathroom units, and a predominance of small service-elevators in the apartment buildings.

86. Rents and Changes in Rents in Large-Berkeley Apartments. Guy R. McComb. Unpublished Master's Thesis, Department of Business Administration. Berkeley: The University of California, January 1970. 222 pages. [C/C Library]

Investigates a number of variables influencing changes in rent in a number of large apartment buildings in the City of Berkeley; variables include age of the building, taxes, unit size, management, vacancy rate, and move-in cost.

Although most of these factors are independent of the nature of the City of Berkeley as a University community, several insights into the operation of the student housing market are elicited in this report. First, it is argued that the student does attempt to minimize his rent within the Berkeley area, but generally does not go outside of this area farther in order to reduce his rent; second, as could be anticipated in a University community, the vacancy rate of the Berkeley area is low and the turnover rate high in comparison with other areas; and third, changes in rent are correlated with a high percentage of students in the building. This last factor is correlated with greater changes in rent in older buildings where students have tended to congregate.

87. Room to Learn: A Study on Housing for the Canadian Student. Jack Klein and Henry Sears. Ottawa, Canada: Association of Universities and Colleges of Canada, 1969. 141 pages. [C/C Library]

Comprehensive report sets out to provide guidelines and procedures for the development of soundly conceived student housing programs in Canada. Surveys the existing situation and attempts to provide approaches for the future.

Concerns student housing, the kinds that are and could be available, the quality, the administration, the development and cost of housing, housing and "living and learning", what student housing is like, and what it could be like.

Concludes that the physical aspect of the learning environment is not in itself the most significant element; rather, the values, words, thoughts, attitudes, activities, human relationships, self-awareness and self-development which the environment matures are of most consequence. Indicates the learning environment is created by the ways in which a variety of people doing a multitude of things mass together. Suggests the manner and spirit in which these people are brought together and the spirit with which they communicate are the intangible yet significant indices of a learning environment. States the physical environment can make an important contribution, but not very much is known about how this happens.

Indicates the nature of the relationship between the community and the university has a critical effect on the supply of student housing. Argues this relationship and the conditions underlying it are usually ignored or only rarely attended to by the universities and their continguous communities. States the real cause and benefits, direct and indirect, or the practicalities of this relationship are seldom examined in any detail. Concludes the result, almost inevitably, is that the student is heavily penalized.

Feels the intrinsic physical relationship between the university and the surrounding community finds its clearest expression in the questions of housing and its relation to transportation, the opposite side of the housing coin.

Concludes that few Canadian cities provide adequate community facilities for the university population and that there is also relatively little provision by the university of services and facilities for the outside community. States community policy, expressed through its zoning and other institutional arrangements, is often unresponsive to the university's community requirements.

Explains that within the existing system of decision-making, there is no one available to comprehend the total picture of university growth with its associated demands--evaluating the impact of each specific university decision and the faculties and resources of the immediate community, the relative cost and benefits to the community of large scale expansion versus dispersion, or the adequacy of the existing or potential housing stock.

Room to Learn (cont'd.)

Argues living, learning, and housing are not simple concepts--they are abstractions of complex sets of individual, social, and physical phenomena. Concludes with the hope that universities and other concerned institutions will carry out research into the nature of learning and living, so that organizational and physical forms for housing will eventually emerge that reinforce the broad purposes and activities of the university rather than limit them.

88. University Impact on Housing Supply and Rental Levels in the City of Boston. Melvin R. Levin and Norman A. Abend. Urban Institute Occasional Papers. Boston: Boston University, February 1970. 22 pages plus appendix. [C/C Library]

Attempts to discover the impact of the fifty institutions of higher education on the housing market in metropolitan Boston. Uses housing data obtained on the five largest educational institutions in the area (Boston College, Boston University, Harvard, M. I. T., and Northeastern University) and extrapolates the data to reflect total student population. Indicates that in 1968-69 approximately 30% of the 103,000 full-time students in the Boston area occupied private apartment units. Assuming an average of 2.5 students per dwelling unit, roughly 12,000 units in greater Boston were student occupied.

Investigates the extent to which universities are responsible for increasing rents. Discovers, from data compiled from classified advertisements on rental levels in the period 1950-66 and 1966-69 for thirteen neighborhoods in the Boston area, that rents rose steeply in areas undergoing transformation from working class and lower middle class to young professionals and students. However, the study suggests that the university's indirect attraction of economic, social, and cultural activities to the area may be of more significance in creating competition for housing, than their direct impact in terms of creating housing demand for their own students, faculty, and staff.

Recommends that institutions of higher education in the Boston area cooperate with the City of Boston to construct housing for university students, faculty, and staff, yet recognizes that doing so may not relieve the tight rental situation because housing vacancies may well be filled by a growing number of other renters attracted by a university environment.

Appendix contains the names of fifty educational institutions in the Boston area, and a listing of average rent levels in thirteen districts in Boston, by apartment size, for 1950, 1960, 1966, and 1969.

89. "1968 Report - Chancellor's Committee on Housing and Environment." Sim Van der Ryn. Berkeley: University of California, 1968. Mimeographed. 54 pages. [C/C Library]

Contains recommendations on improving the operations of student housing, proposes criteria that should be met by new housing projects, and suggests how University-community relations might be improved. Recommendations with respect to improving the housing situation include proposals that the University work with the City on zoning matters, the University help in the formation of non-profit student housing groups obtaining financing through Federal programs, and the University insure that no more existing low rent buildings are removed from the market through University expansion without replacement by other units in a similar price range. With respect to University-community relations, proposes that the University seek to plan with the community, not for it.

# I. Urban Renewal

90. A San Francisco Campus for the University of California. A Report prepared by the City and County of San Francisco Department of City Planning. San Francisco: September 1966. 45 pages. [C/C Library]

Report reflects the interest on the part of City officials of the possibility of a new University of California campus being located in San Francisco. Covers an analysis of the space needs of a new University campus, the impact of a new University on the City, an analysis of eight alternative sites, and potential development for a particular site.

Suggests that such a campus, compactly built and occupying approximately 40 acres, is entirely feasible and would bring to the City long range economic, cultural, educational, and social benefits that would far outweigh the losses that site acquisition necessarily entails.

Recommends a site in the south-of-Market area as the most ideal location. Argues this site is convenient to the Civic Center rapid transit subway station for both regional and local transit lines and to the centers of business and government; it is an area that already qualifies for federally subsidized urban redevelopment; and it is close in time-distance to the University of California San Francisco Medical Center via local transit.

Suggests limiting the ultimate enrollment of the campus to 15,000 students and minimizing the role of athletics. Argues the City must take the responsibility for insuring development of a proper environment around the campus by expanding any redevelopment project to include the area immediately adjacent to the proposed campus. Suggests the City should be prepared to write down the value of the land to a level which constitutes a fair value for non-profit institutional use.

91. "Procedures for Campus Participation in Urban Renewal." B. T. Fitzpatrick. The University, the City, and Urban Renewal. A Report of a Regional Conference Sponsored by the American Council on Education and the West Philadelphia Corporation, Philadelphia, March 25, 1963. Edited by Charles G. Dobbins. Washington, D. C.: American Council on Education, 1964. pp. 16-19. [CED Library]

Praises Section 112 of the Housing Act as a useful tool in redevelopment of university campuses, but warns that redevelopment could potentially have adverse effects such as not meeting the needs of the community involved or not adequately replacing needed housing. Urges that community interests be represented during the planning process so that these pitfalls of urban renewal are avoided.

92. The Hyde Park-Kenwood Urban Renewal Years. Muriel Beadle. (Copyright March 1967, by Muriel Beadle). 27 pages [C/C Library]

Briefly describes the history of Chicago's Hyde Park area since the 1860's; its rise to a prominent residential area in the 1920's; its deterioration which began in the 1940's; and the community improvement efforts which were made in the 1950's and 1960's.

Documents activities and organizations that came into being in an attempt to revitalize the Hyde-Park Kenwood area.

Comment: The University of Chicago appears somewhat unique in its intense efforts to improve the housing situation in its neighboring community.

93. "The Philadelphia Urban Renewal Story." James Tate. The University, the City, and Urban Renewal. A Report of a Regional Conference Sponsored by the American Council on Education and the West Philadelphia Corporation, Philadelphia, March 25, 1963. Edited by Charles G. Dobbins. Washington, D.C.: American Council on Education, 1964. pp. 20-21. [CED Library]

Applauds, without reservation, the efforts of the West Philadelphia Corporation as a major contributor to improving the urban conditions in the City of Philadelphia.

94. "The University in Urban Change." Kermit C. Parsons and Georgia K. Davis. To be published in Minerva, July 1971. [Administrative Records Library]

Describes and evaluates district renewal efforts in five cities and the specialized organizations created to work on behalf of the universities and related institutions involved in the efforts.

Cities, organizations, and universities include: (1) Cambridge, The Cambridge Corporation, Harvard University and The Massachusetts Institute of Technology; (2) Chicago, the Southeast Chicago Commission, University of Chicago; (3) Cleveland, the University Circle Development Foundation, Case-Western Reserve University; (4) New York City, Morningside Heights Inc., Columbia University; and (5) Philadelphia, The West Philadelphia Corporation, University of Pennsylvania.

States these organizations performed three major functions: (1) research and planning for the growth of particular institutions and clusters of institutions; (2) research, planning, and participation in neighborhood activities, including economic development and urban renewal programs; and (3) coordination of policies and specific programs involving the cooperation of university officials, faculty, students, municipal officials, and neighborhood organizations.

Suggests that although these organizations played a major part in the renewal activities, in every case studied, separate initiative or actions by one or more of the institutional members supplemented the work of the district development corporation.

"The University in Urban Change." (cont'd.)

Claims planned renewal of university districts is not a simple problem of rebuilding, but instead presents a distinct set of opportunities whose process can be revealed, exploited, or lost in district renewal. Opportunities are grouped in the following general categories: (1) planned physical development; (2) social development; (3) economic growth; (4) attraction and retention of experts; and (5) creation of new institutions to meet previously unanticipated community demands.

With regard to district renewal and based on evaluative criteria of evidence of opportunities realized and program effects on the quality of the campus, the district, and the city, concludes that in Cambridge, the experience is inconclusive; in Chicago results were mixed, but on the whole relatively impressive; in Cleveland objectives were limited and for the most part achieved; at Columbia/Morningside Heights the experience has been negative; and the West Philadelphia Corporation/University of Pennsylvania represented the highest levels of achievement of the districts studied.

Argues that although the needs and aspirations of all residents and organizations in the university district cannot be met in times of change, the district development schemes must deal with specific local problems, such as housing, traffic, and services.

Issues mediated by the development corporations included urban renewal plans, mental health programs, school services, housing code enforcement, crime prevention, priorities and changes in zoning, relocation policies, and municipal services. Some of the organizations studied provided direct services such as planning for the expansion of the institutions, youth programs, campus police protection, crime prevention programs, parking programs, shuttle bus service, land acquisition for institutional expansion, loans for demonstration rehabilitation of buildings, technical and financial assistance for residential rehabilitation, negotiations with potential property owners, and use of institutional facilities by neighborhood residents.

Other sections of the article discuss the state of the deteriorating physical and social setting of some urban universities and the impact upon these institutions; the influence of campus form on potential for change; and problems generated by university needs.

95. "The University, The City and Urban Renewal." William L. Slayton. The University, The City, and Urban Renewal. A Report of a Regional Conference Sponsored by the American Council on Education and the West Philadelphia Corporation, Philadelphia, March 25, 1963. Edited by Charles G. Dobbins. Washington, D.C.: American Council on Education, 1964. pp. 2-8. [CED Library]

Suggests that English universities located outside of city centers to avoid the town-and-gown conflict that beset continental universities, and early American universities followed this Anglo-Saxon tradition for the same reason. Argues that while an attitude of isolation may have been justifiable in the seventeenth century, it is no longer tenable today. Sees the university as becoming increasingly committed to its urban community through urban renewal action, education and research into urban problems, and educating urban specialists to help improve the urban scene.

96. Town Centre Redevelopment. J. F. Z. Switzer. Cambridge, England: University of Cambridge, Department of Land Economy, 1963. 18 pages. [CED Library]

Proposes how to make Cambridge a viable regional shopping center while maintaining its historical identity as a medieval town center.

97. "Universities and Cities, the Terms of the Truce Between Them." Kermit C. Parsons. The Journal of Higher Education, Vol. XXXIV, No. 4 (April 1963). pp. 205-216. [Administrative Records Library]

Argues that urban renewal legislation of 1959, which provided financial incentives for universities to become involved in urban renewal in their communities, stimulated, but did not provide a means for resolving, the conflicts between the university, the neighborhood, and the city. In particular, notes there is greatest potential conflict between university vs. neighborhood objectives and university vs. city objectives. Suggests functions that universities can perform to ameliorate such conflicts are: research and planning for individual institutions and management of common services for groups of institutions; research, planning, and active participation in neighborhood activities; and communication and coordination of policies and programs with city officials and neighborhood organizations.

Cites the University Circle Development Foundation in Cleveland as doing effective work in inter-institutional planning and management of common services. Also cites the West Philadelphia Corporation of the University of Pennsylvania as effectively working with numerous neighborhood organizations and schools as well as supporting residential rehabilitation and construction programs.

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